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May 1, 1907

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BY

OKLAHOMA CHRISTIAN UNIVERSITY

ENID, OKLAHOMA

SEP 2 1915
UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE

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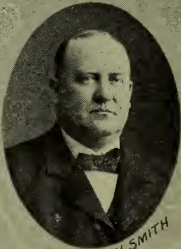
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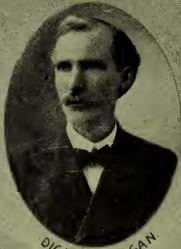
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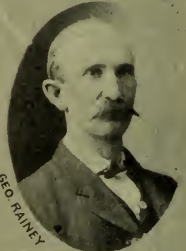
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W. R. BLAKE



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Note: O. H Smith should be O. L. Smith; C. N. Russell should be C. H. Russell

A PROSPECTUS

OF

Oklahoma Christian University

ENID, OKLAHOMA

GIVING

BOARD OF TRUSTEES, FACULTY, AND FULL AN-
NOUNCEMENTS CONCERNING THE VAR-
IOUS COLLEGES AND SCHOOLS
OF THE UNIVERSITY

FOR

THE SESSION OF 1907-8

CALENDAR

SEPTEMBER 1907 TO JUNE 1908

FIRST SEMESTER.

First Semester opens Tuesday, Sept. 17, 1907
Enrollment and Classification
 Tuesday and Wednesday, Sept. 17, 18, 1907
Convocation Sermon, Sunday, Sept. 22, 1907
Reception for Students, Friday, Sept. 27, 1907
Faculty Recital Friday, Oct. 4, 1907
Meeting of Board of Trustees, Monday, Oct. 7, 1907
President's Reception, Friday, Oct. 18, 1907
Thanksgiving Holiday, Thursday, Nov. 28, 1907
Recital College of Oratory.... Thursday, Nov. 28, 1907
Recital, College of Music, Friday, Dec. 13, 1907
Holiday Recess begins Saturday, Dec. 21, 1907
School resumes Tuesday Dec. 31, 1907
First Semester Ends Saturday, Jan. 25, 1908

SECOND SEMESTER.

Second Semester Opens Tuesday, Jan. 28, 1908
Reception for Students Friday, Feb. 7, 1908
Meeting of the Board of Trustees, Monday, Feb. 10, 1908
Celebration of Washington's Birthday and
Oratorial Contest Saturday, Feb. 22, 1908
Students Recital, College of Music, Friday, April 3, 1908
President's Reception, Juniors and Seniors, May 21, 1908
Final Examinations May 28, 29 and 30, 1908
Baccalaureate Sermon, Sunday, May 31, 1908
Meeting of Board of Trustees, Monday, June 1, 1908
Annual Concert, College of Music. Monday, June 1, 1908
Art Reception, Tuesday, June 2, 1908
Annual Entertainment, School of Oratory.. June 2, 1908
Commencement Exercises, Wed. June 3, 10 a. m. 1908
Faculty Reception Wed. June 3, 3-5 p. m. 1908
Joint Entertainment of Literary Societies.. June 3, 1908

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ELY V. ZOLLARS, A. M., LL. D., President.

Professor of Apologetics and Christian Doctrine.

(A. B., Bethany College, '75. A. M. *ibid.*, '77; LL. D., Hiram College Student at Bethany, '71-'75; Graduate Student, Northwestern University and University of Chicago, 1901; Prof. in Bethany College, '75-'7; President of Kentucky Classical and Business College, '77-'84; President Garrard Female College, '84-'85; Pastor Springfield, Ill., Church of Christ, '85-'88; President Hiram College, '88-1902; President Texas Christian University, '02-'06; President Oklahoma Christian University, '06- —).

*

 Dean of the College of Liberal Arts,
 and Professor of Philosophy.

FRANK H. MARSHALL, A. M., Ph. D.,

Professor of Biblical Greek and New Testament
Literature.

(B. S., Butler University, '88; A. B., *ibid.*, '90; A. M., *ibid.*, '91; Ph. D., Texas Christian University, '95; Student at Butler University, '84-'88; Graduate Student, *ibid.*, '89-'91; Graduate Student University of Chicago, 1900; Professor Biblical Languages and Literature, N. W. Christian College 91-'96; Pastor Christian Church, Mankato, Minn. '95-'97; Missionary to Japan, '97-'99;

* The work in this department will be done by other professors during the first session.

Professor Biblical Languages and Literature, Texas Christian University, '99-'06; Professor of Biblical Greek and New Testament Literature, Oklahoma Christian University, '07 —).

OLIVER L. LYON, A. M., Ph. D.,

Professor of English Language and Literature.

(Ph. B., DePauw University, '94; A. M., *ibid.*, '95; Ph. D., Boston University, '96; graduate, Ill. State Normal, 1900; Professor of English and History in Steelville Normal School, Mo., '88-'91; Professor of Natural Sciences in Greencastle High School, Ind., '91-'95; Principal Steelville Normal School and Professor of English and History, '96--97; Professor of Sociology and Economics, also Assistant in English Illinois Wesleyan University, 1900-'05; Minister First Christian Church, Newman, Ill., '05-'07; Professor of English, Oklahoma Christian University, '07- —).

ROLLA G. SEARS, A. M., B. D.,

Professor of Semitic Languages and Literature.

(B. L., Christian University, '98; B. D., *ibid.*, '04; A. M., University of Wisconsin, '04; Graduate student University of Chicago, '99-'02, '04-'05; Holder of Hebrew Prize Scholarship and Assistant in Hebrew and Semitic History, U. of Wisconsin, '03-'05; Required work for Ph. D., in Semitic Languages and History completed, *ibid.*, '05; Professor of History, Springfield Normal College, '99-'00; Professor of Old Testament Languages and Literature, Christian University, '05-'07; Professor of Semitic Languages and Old Testament Literature, Oklahoma Christian University, '07- —).

ARTHUR F. REITER, A. B.,

Professor of Mathematics and Astronomy.

(Student, Ohio Northern University, '90-'04; Tri State College, '91-'99; Hiram College, '04-'05; A. B.,

ibid., '05; Teacher Public Schools, '91-'98; Principal, Mt. Cory, O., High School, '96-'98; Professor of English and Latin, Southern Illinois Christian College, '99-'00; Minister Bluffton, Ohio, Church, 1900-'04, '07; Minister Calhoun Street Church, Baltimore, Md., '05-'06; Professor of Mathematics and Astronomy, Oklahoma Christian University, '07- —).

SAMUEL H. HORNE, A. B.,

Professor of History and Economics.

(A. B., National Normal University, O., '92; A. B., University of Texas, '07; Student, University of Texas, '94-'95, and four subsequent summer terms; Professor of Mathematics and Languages, McKinney College, '95-'98; Principal of McKinney High School, '98-'01; Instructor in Summer Normals; Instructor in History, Texas Christian University, '05-'06; Professor of Spanish and Instructor in History, ibid., '06-'07; Professor of History and Economics, Oklahoma Christian University, '07- —).

J. SOUTH HAWKINS, A. B.,

Professor of Latin and Greek Languages and Literature.

(A. B., Kentucky University '98; Graduate Student, ibid., '00; Student Leland Stanford Jr., University, '01; Teacher, Hazel Green Academy, '98-'99; Principal of Morehead Normal School, '99-'00; Minister, Corona, Cal., '02-'05; Minister, Pryor Creek, I. T., '05-'07; Professor of Latin and Greek in Oklahoma Christian University, '07- —).

EDWARD H. SCHULZ, A. M.,

Professor of Modern Languages and Literature.

(Graduate in Classical Course, Royal Gymnasium, Thorn, Germany (equivalent to the American degree

A. B.); Student at Illinois State Normals, Macomb and De Kalb; Instructor in German, Gitting's Seminary, '97-'98; Principal of High School, Niota, Ill., '02-'04; Head of Modern Languages and Latin Departments, Maine Township, High School, Cook Co., Ills., '04-'07; Professor of Modern Languages, Oklahoma Christian University, '07- —).

TILMON L. NOBLITT, A. M., M. D.,

Professor of Natural Sciences.

(Graduate High School, Kirksville, Mo., '91; Teacher in Public Schools, Mo. '91-'92; Instructor in Gorin Academy, Gorin, Mo., '92-'93; M. S., Iowa Commercial College and English Training School, '93; Evangelist and Minister of Congregations including four years in Kansas City; Principal Academy, Middlegrove, Mo., '99; A. M., Add-Ran Christian University, after two years of Graduate work; Student and Instructor Eclectic Medical University, Kansas City, Mo., 1900-'02; M. D., *ibid.*, '02; Prof. of Physics and Member Board of Directors *ibid.*, '02-'03; Prof. of Anatomy and Vice-President *ibid.*, '03-'04; Passed two State examinations in Medicine and Surgery, Kansas and Oklahoma; A. B., Iowa Christian College, '06; Professor of Biology, Southwestern State Normal School, Okla., '05-'07; Professor Oklahoma Christian University '07- —).

SAMUEL A. MARONEY, B. S., B. O.,

Dean of School of Oratory and Instructor in English.

(B. S., Kansas Normal College, '92; B. O., *ibid.*, '92; Student, Grayson College, '98; University of Chicago, '06-'07; Sup't., of Schools, Sweetwater, Colorado City, and Forney, Texas; Professor in Oklahoma Christian University, '07- —).

ISOM ROBERTS, B. S. D., A. M.,

Dean of Teachers College and Professor of Education.

(Student, State Normal, Kirksville, Mo., '78-'80;

'83-'85; B. S. D., '85; Student, Bible College Columbia, Mo., '96-'98; Teacher Common Schools, '80-'83; Teacher, High School, Liberty, Mo., '87-'88; Instituted Middle Grove College, '90; President, *ibid.*, '90-'96; Minister, '94-'07; Professor in Oklahoma Christian University, '07- —).

MARY B. M. GIBBONS, A. M.,
Librarian, with Rank of Instructor.

(Student, North Middletown, Ky., '77-'81; Student of Literature, Cincinnati, O.; Student, Correspondence Course, University of Chicago, '04; Student, Chautauqua, N. Y., summer of '04; Librarian, Texas Christian University, '04-'06; Librarian, Oklahoma Christian University, '07- —).

AARON PRINCE ATEN, A. M., LL. D.,
Dean of the Preparatory School.

(A. B., Abingdon college; A. M., Abingdon College; LL. D., Holman University; Principal of Rochester Seminary; Professor of Belles Lettres, Abingdon College; Principal High School, Austin, Texas; President of Lampasas College; Superintendent City Schools, Augusta, Ky.; President of Kansas Christian College; President College of Arts, Capital University, Oklahoma City; Principal of Preparatory School, Oklahoma Christian University, '07- —).

LORA W. GARRISON. *
Instructor in Preparatory School.

(Graduate Northwestern Normal School, Oklahoma, '03; Student *ibid.*, '01-'03; Student, Western School of Oratory, '05; Student, University of Chicago, '06; Principal, Pond Creek High School, '04-'05; Dep't., of English, Woods Co., High School, '05-'06; Principal, Medford High School, '06-'07; Instructor, Oklahoma Christian University, '07- —).

* Work practically completed for A. B. degree.

MAUDE WAITE MARSHALL, A. B.,**Instructor in Special Entrance Department.**

(A. B., Texas Christian University, '01; Student, Northwestern Christian College, Minnesota, '93-'95; Student, Texas Christian University, '99-'01; Teacher, Minnesota Public Schools, 7 years; Instructor, N. W. C., College, 2 years; Missionary, Tokio, Japan, '97-'99; Instructor, Oklahoma Christian University, '07- —).

B. F. BROWN, B. S. D., M. Acc'ts.**Dean of the College of Business.**

(Graduate from Bryant's Business College, St. Joseph, Mo., '82; B. S. D., Warrensburg State Normal School, '89; Principal Missouri City Schools, '89-'90; Supt. Kearney Schools. '90-'92 and '97-'01; Supt. Rock Port Schools, '92-'97; Student, Missouri State University, '00; Sup't. City Schools, Excelsior Springs, Osceola, Ark.; Artesia, N. M., '01-'07; County Superintendent, Daviess Co., Atchison Co., and Clay Co., Mo., '83-'85, '95-'97, '01-'04; Principal of Business College, Oklahoma Christian University, '07- —).

CARL M. DORSTER,**Dean of the College of Music and Teacher of Piano, Harmony, Etc.**

Born in St. Petersburg, Russia; student under Henslet, one of the foremost teachers of his day; graduated in Leipsic, Germany; graduated in voice in Paris, France; came to America in 1881; Head Master Burlington College, N. J.; Prof. of Music, Franklin College, Miss.; did private teaching in Memphis and St. Louis; Musical Director Fordyce Training School, Ark.; splendid testimonials from all schools in which he has taught. Teaches instrumental and vocal Music.

R. DYKSTERHUIS.**Professor of Music; Violin and Piano.**

(Student, Antwerp Royal Conservatory, under Prof.

Marien, '90-'93; Under Prof. Hennen, and Assistant Teacher of Violin, '93-'95; Student Brussels Conservatory, '96; twelve years' experience as instructor; First Violin of Cincinnati Symphony Orchestra, '99-'04; Member of Marien String Quartette, of Cincinnati, '00-'94; Professor of Music in Texas Christian University, '03-'06; Professor of Music in Oklahoma Christian University, '06- —).

KATHERINE HINDE ROBERTS, A. M.,

Instructor in Music: Piano.

(A. B., Howard-Payne College, '85; A. M., *ibid.*, '86; Graduate, Music School, St. Louis Conservatories; Student, New England Conservatory of Music, Boston, '84-'91-'92; Directress of Music Departments, Howard-Payne College, '87-'89; Middle Grove College, '94-'96; Marvin College, '01-'02; Coronal Institute, '02-'04; Instructor in Music, Oklahoma Christian University, '07- —).

GRACE E. REYNOLDS.

Teacher of Voice, Chorus and Sight Singing.

High school graduate, York, Neb.; student in State University, Lincoln, Neb.; studied under Mavia Ruby, graduate of Weimar Conservatory, Germany; studied under Miss Cobb, graduate of Oberlin Conservatory, Oberlin, O.; studied two years in Oberlin Conservatory; graduated from Affiliated School of Music, State University, Lincoln, Neb.; taught one year in same school; studied under the noted Myer of New York, and Stanley, of Omaha; has sung much in choirs and musical organizations; has had five years' continuous experience in teaching; has traveled abroad and heard the best musicians and singers

MRS. C. M. DORSTER,

Assistant in Piano and Voice.

Trained exclusively by C. M. Dorster, who is a

graduate of best European schools; has acted as assistant for years in voice and piano; has done much solo work in church and concert singing.

HENRIETTE J. SIEGEL,

Professor of Art.

(Student at Industrial and Fine Art School, Stuttgart, Germany, six years under Prof. Keilitz (German School) and Fraulein M. Schweizer, (French School); Instructor in Art and Architectural Design, New Orleans, '98-'01; Teacher of Art, Carr-Burdette College, '01-'03; School of Art, Texas Christian University, '04-'06; Eureka College, '06-'07; Oklahoma Christian University, '07- —).

MARY E. WOOD, Ph. B., A. M.,

Dean of Women, and Instructor in Social Etiquette.

(Ph. B., A. M., Oskaloosa College, Graduate Student, Cornell University, Ithaca, N. Y.; Bennett Medical College; Chicago University; Twelve years Teacher Natural Sciences and Head of Ladies' Home, Oskaloosa College; Assistant Principal Iowa College for the Blind, five years; First Teacher South Dakota School for the Blind, two years; Superintendent South Dakota School for the Blind, 1903-1907. Dean of Women O. C. U., 1907—).

SARAH AMENT DODSON,

Teacher of Domestic Science.

(Graduated under the celebrated Prof. Pfau, of Paris, France, in the Chicago branch of his world renowned school of Domestic Science; did Post Graduate work in Armour Institute and Lewis Institute of Chicago; had charge of the School of Domestic Science, Chicago; Domestic Science Lecturer and Demonstrator under the management of the Central Chatauqua Bureau of Kansas City; Teacher of Domestic Science, Oklahoma Christian University, 1907—).

OTHER OFFICERS AND EMPLOYEES

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FLORA HAINES.
Registrar and Secretary to the President.

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Business Manager.

MRS. S. R. GRANT,
Girls' Matron.

MRS. EMMA CRAWFORD ATEN, B. S.,
Boys' Matron.

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Manager of University Farm.

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Head Janitor.

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* To be filled.

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A. P. ATEN,	J. S. HAWKINS,
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J. S. HAWKINS, Chairman,

A. F. REITER.	E. H. SHULZ,
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Oklahoma Christian University

HISTORICAL STATEMENT.

1. Its Founders.

Oklahoma Christian University belongs to, and is controlled by, the religious body, known as the Christian Church, or Disciples of Christ. This does not mean that the school is sectarian in character. On the contrary, if true to the principles of the people it represents, it must be non-sectarian. It is the desire and aim of its founders to make it a Christian school in the broadest sense and to guard it from the narrowing tendencies of sectarian bias and influence. The promoters of the school believe that Christian education is the only true education because it is the only education that recognizes the whole man, physical, intellectual and spiritual, and provides for the development of his threefold nature. No denominational tests will be imposed, and no sectarian tenets will be inculcated, but the aim will be to offer liberal courses of instruction in a healthy Christian atmosphere.

2. The Pressing Need.

For several years prominent men in the Christian church in Oklahoma and Indian Territory, recognizing the great need of high grade institutions of learning in this new and rapidly developing country, and feeling that the disciples of Christ, like other religious peoples, had a great duty to perform in this direction, contemplated the establishment of a College or University, and while the general public need made the importance of

such a school apparent, yet the necessity was further emphasized by the great dearth of preachers among all religious bodies, throughout the United States, and especially among the disciples of Christ, this shortage being particularly felt in the Southwest.

3. The Opportune Time.

For two or three years the founding of a school had been discussed privately, and in Missionary conventions, and the matter had been referred to an educational committee, yet no active steps had been taken. Sentiment was somewhat divided, some feeling that the opportune moment had not yet arrived. But in the spring and summer of 1906, when it became apparent that joint statehood for Oklahoma and Indian Territory was assured, all felt that the auspicious time for launching the great undertaking had come.

4. A Friend in Need.

Early in June, E. V. Zollars visited Ohio, and attended the Commencement exercises of Hiram College later in the month. The Hon. T. W. Phillips of Newcastle, Pa., being a Trustee of Hiram College, was present at the Commencement exercises. The great need for an institution of learning for the disciples of Christ in Oklahoma and the wonderful possibilities of the field had been presented to Mr. Philips by Mr. Zollars in a lengthy letter, and this meeting at Hiram furnished an opportunity for a personal conference. Mr. Philips being a staunch friend of Christian education, as his numerous gifts to that cause attest, manifested a deep interest in the educational enterprise in Oklahoma and proposed to pay the salary of Pres. Zollars while engaged in founding the school; provided, of course, the brethren of the new state should decide to undertake the work. This fact was communicated to the corresponding secretaries, of the two territories, J. M. Monroe and S. R.

Hawkins, and was regarded by them as providential, since there was no money in sight up to this time to pay a man for doing this work. Both joined with the educational committee of Oklahoma in inviting E. V. Zollars to make a canvass of the two territories during the month of August in the interest of the proposed school.

5. Another Willing Helper.

W. J. Ford, of Hiram, Ohio, a lifelong friend of education, as his gifts to Eureka and Hiram Colleges, and his work as trustee, attest, manifested an especial interest in this educational enterprise in the Southwest. Recognizing the strategic value of such a school and its wonderful possibilities, he left his home in Ohio, attended the Missionary Conventions of Indian Territory and Oklahoma and took part in the deliberations. He also visited several important points and spoke in behalf of the undertaking as opportunity offered. He continued his efforts for the school until it was located, plans of buildings matured and architects chosen. He was elected as one of the charter members of the Board, but, after serving in several meetings, resigned because of the great distance of the school from his home.

6. Preliminary Steps.

E. V. Zollars, acting upon the invitation extended to him, visited about thirty leading towns in the two territories, setting forth the great undertaking. The proposition to establish a school met with unanimous and enthusiastic encouragement. The two Missionary conventions, one at South McAlester and one at El Reno, endorsed the undertaking and a joint committee of the two territories was chosen, consisting of I. R. Mason, Ardmore; T. R. Dean, South McAlester; W. R. Blake, Weleetka; Randolph Cook, Tulsa; J. B. Martin, Holdenville; W. J. Ford, Hiram, O.; Dick T. Morgan, Woodward; W. A. Humphrey, Guthrie; J. M. Monroe, Oklahoma City; E. B. Johnson, Norman; O. L. Smith, El Reno;

C. M. Jackman, Wichita, Kans. Cities desiring the school were then invited to put in bids. Eight different towns entered into competition, namely: Guthrie, Oklahoma City, Enid, Tulsa, Shawnee, Norman, El Reno and Chickasha. Enid, by a close margin, was the successful competitor, the value of her bid ranging anywhere from \$125,000 to \$150,000.

6. The Charter.

A Board of Trustees was arranged for, to act till the next State convention, consisting of the joint committee with the exception of J. B. Martin, who was left out because he was leaving the territory and because the laws of Oklahoma limited such Boards to eleven members. A charter was obtained for the institution under the title of Oklahoma Christian University, E. V. Zollars was elected as its first president and a formal contract with the "Enid Chamber of Commerce" and the "Enid University Investment and Development Company" was entered into.

7. The Present Status, April, 1907.

A deed to forty acres of ground has been delivered, contract with the firm of Hair, Smith and Sexton, Architects and R. W. Shaw as associate architect, has been made for plans and specifications and close superintendence during the construction of the buildings, which are described below. The plans have been completed and A. H. Ritter of Iola, Kansas, has been awarded the contract for three buildings—Main Building, Fine Arts Building and Ladies Hall, the contract price being \$72,702. The contract for heating and plumbing was awarded to Black and Hamilton, a local firm, for \$9495.00. The excavating for the three buildings has been completed and the walls are going up. The contractors agree to have the building ready for occupancy by September 1st 1907.

THE FIELD OF THE SCHOOL.

1. The new State of Oklahoma will necessarily be a liberal supporter of the University, both in students and money. Its people are cosmopolitan in character, wide awake, industrious, prosperous and they set a high estimate on education. Its soil is fertile, its products diversified, its climate delightful, its area large, and it will doubtless have a population of several million in the not distant future. The Disciples of Christ have more than five hundred churches in the state with a total membership of about 35,000 persons and they are dedicating on an average about one new church per week.

2. Kansas, situated on the north, is a very prosperous state that is rapidly developing. Its people are noted for their intelligence, industry and enterprise. The Christian Church is strong in this state, the year book giving it nearly 400 churches and a membership of more than 50,000 persons. There is no school in this state under the auspices of the Disciples of Christ, and it will doubtless contribute liberally in money and students to Oklahoma Christian University owing to its favorable location.

3. Arkansas is situated on the east and will naturally be tributary to the school. It is a state of wonderful natural resources and its population is rapidly growing. It is receiving its share of the great tide of immigration from the south, east and north. Here, as in other southwestern states, the Disciples of Christ are a numerous people. Statistics give them 345 churches and 28,000 members. It, like many other states, is suffering greatly for lack of preachers and consequently it will look to the new school in Oklahoma for a measure of relief.

4. Louisiana lies to the southeast, but it is as near to Oklahoma Christian University as to any other school of the Disciples. It is a state that is now being rapidly developed and offers a splendid field for missionary

effort. Here the Christian church is comparatively weak, there being less than 40 churches and 4,000 members in the state, but recently, some excellent work has been done in planting new churches. We invite the brethren of Louisiana to lend us their support, and we promise ample returns for their help.

5. Colorado, lying to the west, is also a rapidly growing state of wonderful mineral resources. It is destined to become a great state in wealth and population. We have 50 churches and about 6,000 members in this state but no school. Oklahoma Christian University is situated so as to serve the churches of Colorado in an admirable way. It needs the support of this vigorous, young state and in time will render it great assistance.

6. In New Mexico, Arizona and other western states and territories the Disciples of Christ are a small but growing people, and Oklahoma Christian University is situated so as to be of great benefit to them in the planting of new churches and in the development of those already established.

7. Portions of other neighboring states are within easy reach of our school and some states farther away that have no schools, are as near to us as to any other school of our people. We will welcome their patronage and endeavor to make the benefit mutual.

8. The field at large is also the field of Oklahoma Christian University. In many respects, there is no better place for students to be educated in than in this school. Here they are brought into touch with the vigorous, aggressive, practical western life. They form valuable acquaintances throughout a rapidly developing region of wonderful resources. If they go from school into business life they are in the midst of splendid opportunities; if into the ministry, they are in a country

where they are most needed, and which they already have come to understand.

THE BUILDINGS.

1. The Main Building.

This is to be a brick structure, trimmed in stone. 96x110 feet, consisting of basement, first story, second story and a dormer story, the whole to be heated by steam and lighted by electricity, with modern system of ventilation, which will also extend to the two adjoining buildings. In the basement, which will be 10 feet in the clear and 6 feet above grade, there will be three laboratories—(Chemical, Physical, Biological, with accompanying recitation rooms; a room for museum, a room for book store, and two toilet rooms. On the first floor will be an auditorium, with a gallery on three sides, entered from second floor—seating capacity about 700 people; a library room 43x50 feet, with gallery across one end, book stacks above and below, with a room adjoining library for public documents, magazines, etc., and with an office for librarian; the President's office; the Registrar's office; a registration room; a large recitation room, and two cloak rooms. The second floor will be occupied by gallery of auditorium; seven commodious recitation rooms; a cloak room; a toilet room, and two experiment rooms, to be used in connection with a recitation room as a psychological laboratory. In the dormer story three large literary society halls will be provided, and three rooms for the accommodation of the Business College until the building for the Preparatory school and Business college shall be erected. There will be a main hallway on first floor 20 feet wide, and a cross hallway 10 feet wide, with corresponding hallways on second floor. There will be three flights of stairs from basement to dormer story, one central and one in either end.

2. The Fine Arts Building.

North of the main building about 35 feet distant, there will be a Fine Arts building erected, about 35x70 feet on the ground, with a basement 9 feet in the clear and 6 feet above grade, two stories 10 feet each and a dormer story. In this building there will be rooms for teachers of music—piano, violin, and voice; a room for teacher of elocution; an art studio and an art display room; a large number of practice rooms for instrumental and vocal music and elocution; a recitation room for class and ensemble work; a music library room and cloak and toilet rooms. This building will be connected with the main building by a colonade and will be built of brick.

3. The Preparatory School and Business College Building.

South of the main building about 35 feet distant, the preparatory and business college building will be located. It will be about 38x70 feet on the ground, with basement 9 feet in the clear and 6 feet above grade; two stories 10 feet each in the clear and a dormer story. The basement will be occupied with recitation rooms and physical laboratories for preparatory school; library room; lunch room; a cloak room and two toilet rooms. The first story will be used for a large study hall, a recitation room, and a ladies' cloak room. The second story will be devoted entirely to the use of the business college and the dormer story will contain additional rooms for the Business college and two literary society halls for the preparatory school. This building will also be constructed of brick and connected with the main building by a colonade. Its erection, however, will be postponed for a year or two.

The three buildings described above, will be harmonious in architectural design and in general finish.

The main building faces the west looking down Broadway, one of the main thoroughfares of the city. Nearly two miles distant on the Public Square, and looking up Broadway, stands the new Courthouse. The street, ere long, will be paved the entire distance. A part of this pavement will be put down within the next six months, or a year at most. Broadway is 110 feet wide and is destined to be one of the finest streets of the city, but Main on the south and Monroe on the north and running parallel with it, will vie with it as residence streets.

4. The Ladies' Hall.

This will face the south and will be situated northwest from the main building about 400 feet distant, by direct line. Its dimensions on the ground floor will be about 60x120 feet. There will be a basement story 10 feet in the clear, and 6 feet above grade, and above this, two full stories, but no dormer story. The basement will be taken up with kitchen and accompanying rooms—pantry, dish room, and store room; a large dining room with seating capacity for 200 people at table; two rooms for female servants; a laundry room; a large toilet room, and a cloak room. On the first floor there will be a main hall fifteen feet wide, running crosswise of the building and a hall running lengthwise four feet wide. There will be three stairways—one central and one at either end. On one side of the main hall there will be a reception room and on the other side, a parlor. The main hall can be used as a sort of waiting room. The remainder of the first floor will be finished off for ladies' rooms. All rooms will be of the same size—12x15 feet, and connected with each room will be a closet 2x6 feet. The second floor will be occupied entirely with ladies' rooms of the same size as those below and all having similar closets. There will be four bath rooms, two on each floor; a trunk elevator and linen closets. The attic will be floored and used as a trunk room. The

building will have rooming capacity for between 60 and 70 people, and is so planned that its capacity can be doubled, by erecting a similar building facing the opposite direction, thus making a structure 120 feet square with an open court in the center.

Between the two wings of the building in front, for a distance of 60 feet will be a double veranda, 12 feet wide, covered by the roof of the main building, thus adding greatly to the comfort of the girls. This will be one of the most beautiful buildings on the grounds, a truly ideal home for young ladies.

The Purpose of the Ladies Hall.

The purpose served in the Ladies' Hall is fundamental and far-reaching. The parents who for the first time are sending their daughter from their protection necessarily feel a deep solicitude for her careful oversight and watchful protection. In giving her into the care of the educational institution she attends they are intrusting to others that which is dearer to them than life itself. Her reception they regard as a pledge that the institution will exercise all reasonable watchfulness for the safety of their daughter, as well as for her education in the class room, and they consequently feel that they are not sending her altogether unguarded into the world. Therefore, if the Home meets its great purpose, it should be a place where sympathetic care and oversight are exercised. Then only can it meet the demands of the girl, during the formative period of her character, as well as the demands of the parents and the public at large. The aim of those in charge, should be to surround the girls committed to their care with good influences and as pure a moral atmosphere as they breathe in their own homes.

To the girls themselves, the Ladies Hall is the panacea for loneliness and homesickness; it supplies the social life dear to every girl's heart; it offers companionship and friendship that outlast the college years. There

also, at the service of the girls, is found a woman whose experience as student and teacher fits her to understand and to meet with ready sympathy, tact and advice the difficulties of girlhood; and who at the same time maintains a high ideal of womanhood which every girl should admire and emulate.

5. Cottage Dormitories.

The board of trustees decided to adopt the cottage dormitory plan for the following reasons:

(1). This is the system being adopted by many of the great schools and by public Institutions generally, both for moral and sanitary reasons.

(2). It suits our financial condition better since such dormitories can be erected for about \$5,000 each and we can erect them one at a time as we may have the funds in sight to do so. We will aim to have one and if possible two such buildings ready for occupancy by the opening of the school.

6. Buildings by Outside Parties.

It will be impossible for us to provide rooming facilities for our entire body of students. We must depend largely upon outside parties to erect buildings for rooming purposes, especially for young men. We have heard of several who expect to do this, which meets with our hearty approval. If, however, a sufficient number of buildings for rooming purposes, shall not have been erected by the opening of the school, our street car facilities will enable our students to take advantage of available rooms in all parts of the city.

THE NATURE OF THE SCHOOL.

We Will Aim:

1. To Adapt the School to Its Constituency.

The work must be thorough, practical, and suited to the wants of the students and of the country in general. To this end, there will be no effort to slavishly

copy the ideals and follow the methods of the old institutions of the East, much less of European institutions. We believe in studying the constituency that we have to serve and in adapting our work to the needs of the people in this great and growing west; in short, in being practical.

2. To Make it Christian in the Largest Sense.

We also believe that there is nothing more essential to a school than a Christian atmosphere. Christian education is the only true education because it is the only comprehensive education. We can not afford to place our institution on the plane of the purely secular school. If we do not have something better to offer than these schools can give, there is little or no reason for our existence. We shall hope, therefore to make the school Christian in the broadest and truest sense of that term. Students educated in such an atmosphere go out into the world with purer ideals and nobler impulses and are consequently better prepared to serve their day and generation.

3. To Make the School an Institution of the People.

We believe in educating young persons toward the people instead of away from the people. Oftentimes students who graduate from college have imbibed the caste spirit. They have lost sympathy with the masses. We regard such an education as a damage rather than a blessing. We believe in the democracy of culture rather than aristocracy of culture. An education that deadens the sympathy of the student with the common people and makes him feel that he belongs to an elite class disqualifies him for the truest service. We shall hope to prevent the caste spirit from entering our University.

4. To Send Out Preachers Imbued With the Master's Spirit.

So far as the ministerial students are concerned, we shall hope to foster in them the truly evangelistic

impulse. What is needed now, more than anything else, is a class of preachers whose hearts are on fire with what has been called "The Enthusiasm of Humanity." We shall hope to send out a large number of young men with hearts aglow with the love of souls, and who will count it all joy to make any sacrifice that the Kingdom of God may be established among men.

5. To Send Out Young People for Service.

In short, it will be our constant purpose and earnest hope to send forth in large numbers young men and women who have come to understand that service is the Divine idea to be realized in human life and that the purpose of education is not to insure worldly emoluments or personal advantage but to fit the student for unselfish work in behalf of a needy world.

THE SCOPE OF THE WORK.

1. The Term University.

The use of the term University is justified; First, because of the number of schools and colleges that will be put into immediate operation, a description of which will appear below: Second, because of the purpose to establish professional schools as soon as the financial condition will permit; Third, because the popular and lexical use of the term justifies us in applying it to our school.

2. General Education.

A liberal culture ought to lie at the basis of all forms of specialized work. It will be our aim, therefore, to offer strong culture courses such as will afford the mental development and discipline necessary to successful specialization.

3. Elementary Professional Studies.

The leading universities of our country have at last recognized the fact that professional studies of an elementary character may very profitably enter into the

culture courses and consequently the first year in law, medicine, and even in theology is allowed to count on the work required for a literary degree. This policy recognizes the distinct cultural value of professional study, gives a practical turn to the students college course, predisposes him toward the specialization necessary to his chosen profession, and is a saving of at least one year's time to the person who completes both the culture and professional courses.

4. Special Schools and Colleges.

In the special lines of music, art, oratory, normal work and commercial study, strong courses will be offered, based upon such general preparation as is necessary to good work in the various special lines and to success in active life.

SUMMARY OF THE VARIOUS SCHOOLS AND COLLEGES.

1. The Preparatory School.

This school will offer the work usually covered by the best high schools of the country and about one year of the grammar school work. Many people feel that the high school work can be done better in the preparatory department of a college or university, inasmuch as the student's preparatory course can be better adjusted to the college work that is to follow, and often at a saving of a year's time in the total school period. Furthermore, there are many young people in this state, and even in the older states, who are so situated that they do not enjoy the advantages of first-class high schools. To accommodate this large class of young persons, a preparatory school is a necessity.

2. The College of Liberal Arts.

This college is the basis of all forms of specialized or professional work. Here the culture courses are provided. These may be somewhat varied in character, dif-

ferentiated by the major line of work that the student may elect to take up, such, for instance, as mathematics, classical languages, modern languages, natural science or history.

3. The College of the Bible.

In this college will be offered strong lines of work in biblical languages, bible history, biblical literature, homiletics, hermeneutics, pastoral theology, Christian evidences and biblical criticism. This work will be based on a broad literary preparation. About one-half of the work of the four college years will be literary and the other half biblical. A post-graduate year will also be offered.

4. School for Church Workers.

In these days an ever-increasing number of persons are making preparation for church work in various forms. Pastoral helpers, evangelistic singers, and Sunday school teachers are making special preparation for their work. Courses adapted to the wants of this important class of students will be provided.

5. The College of Music.

The college of music will offer comprehensive courses in piano, violin, voice, musical history, harmony, theory, and in short, all the branches that enter into liberal musical education. A course in church music will be offered, which will be of special value to those preparing for the ministry and for other forms of church work. Instruction in singing will also be given, which will be valuable to the class of persons just mentioned and to young people teaching in the public schools.

6. The College of Business.

In this school comprehensive lines of bookkeeping, stenography, typewriting, and penmanship

be offered. In short, instruction will be given in all the branches taught in the best business colleges.

7. The Teacher's College.

A course will be offered for persons preparing to teach in the public schools. All the common branches will be taught, together with theory and practice of teaching, elementary psychology, English and American literature, and a brief course in natural science.

8. The School of Oratory.

In the school of oratory instruction will be offered in the art of reading, public speaking, and in the branches that bear directly upon this important work. Both individual and class lessons will be given. The work will be valuable to all classes of students and especially to those looking forward to the ministry or to the legal profession—in short, to all who expect to become public speakers.

9. The School of Fine Arts.

This school will offer instruction in drawing, sketching, painting from nature, and decorative art in all forms. Modeling, and sketching from nature will receive special attention. In all the best public schools of the country drawing is now made a part of the required work. In the German schools this work has long occupied a prominent place. We will offer a comprehensive course in preparatory art, which ought to enter into every student's course and it will be especially valuable to those preparing for the teachers' profession.

10. School of Domestic Science.

This is preeminently a practical age and the conviction is gaining ground that the education of the girl should be as practical as that of the boy. It consequently has come to pass that Domestic Science has found

a place in many of the leading schools of higher education. We are in sympathy with this movement and will provide a school for this most practical of all branches of learning, and we have secured the services of one of the most competent ladies in our entire country as the principal of this school.

11. Correspondence School.

It is our purpose to establish a correspondence school. Much of the work of the various courses will be offered by correspondence. Our purpose in offering this work is : first, to assist those who are denied the privilege of resident collegiate work in making a larger preparation for the work of life; second, to help those who wish to pursue systematic lines of work while engaged in business avocations, but who look forward to resident college work as soon as circumstances will permit; third, to enable those who are compelled to drop out of school temporarily to keep in touch with their college work and make some progress toward the goal of their ambition.

12. The Post-graduate School.

We will formulate a post-graduate course of one year leading to the degree of A. M. All graduates, whether from the literary or ministerial courses, will find this to be a most valuable year of work. Some will remain to take this work; and some, after they have been out of college a few years, will return to enlarge their preparation by further study. An additional post-graduate year will be offered as soon as circumstances will permit.

Professional Colleges.

Professional schools in law, medicine, pharmacy, dentistry, etc., will be established as soon as the financial condition of the university will permit us to do so. We must first secure the endowment necessary to sustain the work that we have outlined. As soon as this is ac-

complished we will set to work to obtain endowment for the professional schools. Our Board has decided upon this policy and provision for it has been made in our charter.

THE CHARACTER OF THE FACULTY.

1. The Personality of the Teacher.

A strong personality is essential to a strong teacher. What the teacher is, has more to do with the education of the student than what the teacher knows. In view of this fact we have endeavored to select men and women for the various positions who have marked individuality, whose presence with the students will be a strong force making for righteousness and true development.

2. Educational Qualifications.

In addition to strong personality there must be a liberal preparation. A teacher in this day must not only have completed a strong college course, but it is necessary that he shall have pursued liberal post-graduate courses. We have recognized this fact in the selection of our teachers.

4. Faith in God.

Furthermore, the model teacher must be a man or woman of strong faith. This gives to the teacher a quality and an influence of inestimable value. Rationalism and skepticism in the teacher are pernicious and destructive in their effect. We have selected teachers who have faith in God, recognizing this as one of the highest qualifications. We hold it to be inconsistent for a Christian school to place unbelievers on its faculty.

VII. THE EQUIPMENT.

It is the policy of the board to supply the school with modern, up-to-date equipment. While buildings and equipment can not make a school, yet it can not be

denied that they constitute a very important factor and our board are fully alive to that fact. This is preeminently the day of the library and laboratory in nearly all grades of instruction. Modern methods of teaching make much use of these agencies.

1. The Library.

A good working library has become an indispensable part of the equipment of all high-grade schools. Students are sent to the library to make much of their preparation for class room work, even in the high school and the preparatory schools of colleges and universities, and in the higher grades of instruction the library is indispensable. We are planning to install a good working library in the very beginning of our work. We will place three or four thousand volumes of well selected books on our shelves as a start for a library and we aim to add at least, a thousand volumes each year for several years.

The development of library science during the last few years has made it very evident that a library in the true sense, is not merely a certain number of books. The modern library movement seeks to increase by every possible means the usefulness and accessibility of books. Five thousand well-chosen volumes classified, catalogued and accessioned according to modern methods, may better deserve the name of library than five times the number carelessly or erratically arranged. Practically all libraries today have card catalogues and shelf lists. Catalogueing has become a science. It is the purpose of Oklahoma Christian University to enter thoroughly into the spirit of this modern movement. The library will be accessioned, classified and catalogued according to the "Dewey System;" this, together with indexes, reference books, reading rooms, etc., will make the library one of the most important factors in the University.

2. The Laboratories.

The Board of Trustees recognize fully the value of

laboratories and their absolute necessity to a school that aspires to be abreast of the times in its methods of instruction. The laboratory method is now employed in almost every department of study and investigation. Recognizing this fact, we are providing room for four laboratories—chemical, philosophical, biological, and physical. We will expend several thousand dollars in the equipment of these laboratories, to begin with, and, as a matter of course, we will add to this equipment year by year.

3. General Appliances.

We will also spend a considerable amount of money in general school appliances, such as desks, tables, tablet, arm chairs, blackboards, maps, charts, globes, and scientific apparatus. We estimate that it will require at least fifteen thousand dollars to equip our school as the initial expenditure, and double this amount will be expended, in the near future.

*College
of
Liberal Arts.*

COLLEGE OF LIBERAL ARTS

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.
Professor of Apologetics and Christian Doctrine.

* Dean,
Professor of Philosophy.

FRANK H. MARSHALL, A. M., Ph. D.,
Professor of Biblical Literature.

OLIVER L. LYONS, A. M., Ph. D.,
Professor of English Language and Literature.

ROLLA G. SEARS, A. M., B. D.,
Professor of Semitic Languages and Literature.

SAMUEL H. HORNE, A. B.,
Professor of History and Economics.

ALFRED F. REITER, A. B.,
Professor of Mathematics and Astronomy.

J. SOUTH HAWKINS, A. B.,
Professor of Latin and Greek.

EDWARD H. SCHULZ, A. M.,
Professor of Modern Languages.

TILMON L. NOBLITT, A. M., M. D.,
Professor of Natural Sciences.

ISOM ROBERTS, A. M.,
Professor of Education and Sociology.

SAMUEL A. MARONEY, B. S., B. O.,
Instructor in English Literature.

*Place to be filled later; Work to be done by other Professors during first session.

COLLEGE OF LIBERAL ARTS.**Its Aims and Purposes.**

This is the central college of the University. Its work lies at the basis of that of all the other colleges and departments and enters more or less into the work of all. The great aim of this college is education in its broadest sense. The discipline and culture of the students are the ends sought. Specialization is the idea that enters into the work of the other college but this, in the very nature of the case, must be preceded by general education. It is believed that the courses provided in this college will so discipline and strengthen the faculties of the student and so develop his creative powers that the subsequent works of specialization can be pursued with greatest profit. Students are urged to take as much of this work as possible as a basis for the work of any one of the other colleges, and to those who do not wish to specialize it offers a liberal education.

Entrance Requirements.

No student will be admitted to the college proper until he has furnished satisfactory evidence that he has adequate preparation. To enter the freshman year he must have done approximately the work laid out in our Preparatory School, or its equivalent. In the absence of certificates from schools of acknowledged standing, or other reliable information, applicants for entrance must take examinations.

1. REQUIRED OF ALL STUDENTS.—95 prep. credits.

1. Mathematics.—Academic Arithmetic, one semester; Algebra, three semesters; Geometry, two semesters. (30 credits.)

2. English.—Academic Grammar, two semesters; Elementary Rhetoric, two semesters; American and English Literature, two semesters. (30 credits.)

3. Science.—Three semesters, including two of physics. (15 credits)

4. Foreign Language.—Four semesters. (20 credits.)

NOTE:—Students for the ministry who take five years of Biblical Languages in the College are permitted to offer electives instead of the Preparatory Language requirement.

II. Electives.—55 Credits, making a total of 150 preparatory or high school credits.

Definition of Preparatory Credit.

A Preparatory credit represents one period of recitation of 45 minutes each day, during one semester. A student reciting daily in one study for one semester, would receive five credits.

NOTE:—Students lacking a limited number of credits may enter freshman year, conditioned on making up the deficit.

Approved High School Graduates.

Students with diplomas from first-class high schools are admitted to the freshman year of the College of Arts, unconditionally.

The Curriculum of the College of Liberal Arts.

The spirit of the Institution is thoroughly modern, and its purpose is to pursue, as far as practicable, the methods of the best universities. The degree "Bachelor of Arts," is given to all students completing the studies outlined below:

In arranging the lines of study, it is intended to suit the bent of mind of individual students. It is believed that the secret of greatest good to the student can be found only when he is approached with proper respect and provision for his individuality. With this thought dominant, the elective system is used instead of the arbitrary curricula of earlier days. Enough work is prescribed to insure a thorough and disciplinary line of

study, at the same time measurably meeting the demands of various tastes and aptitudes, and avoiding all undesirable rigidity. Beyond this, the student is permitted, under the advice of the professor in charge, to select for himself the studies he desires to pursue.

WORK REQUIRED FOR THE DEGREE, BACHELOR OF ARTS.

1. Required of All Students.

(a). **English.**—Advanced Rhetoric and Composition, two semesters.

(b). **Psychology and Logic.**—One semester each.

(c). **Apologetics and Ethics or Biblical Literature** —One semester each.

II. Major Study.

Each student must choose a Major Study, selected from the following: Latin, 3 years; Greek (classical and Biblical), 3 years; German, 3 years; Romance Languages, 4 years; English, 3 years; Natural Sciences, 3 years; Mathematics, 3 years; History and Economics, 4 years.

III. Minor Study.

Each student must pursue a Minor Study, selected by the committee of the faculty. The Minor Study must continue at least two years, and in some cases three, depending largely upon the nature and grade of work done on the Major Study.

IV. Thesis.

Each student must select, during the first month of his senior year, the theme for his Thesis. The selection must be approved by his Major Professor, and the work done under his direction.

V. Electives.

In addition to the work prescribed above, each stu-

dent must elect work from the various departments, sufficient to make a total of at least 128 credits.

Note: The student is permitted to elect 20 credits from the Special Departments, if he has elected none for his entrance requirements. In the latter case, he may elect 12 such credits for his college requirements.

Definition of College Credit.

A College credit represents one full hour period of recitation for one semester. A student reciting 16 hours per week for one year would receive 32 credits; for four years, 128 credits.

WORK REQUIRED FOR THE DEGREE, MASTER OF ARTS.

I. The student, having previously received the Bachelor's degree from this or some other institution of equal rank, must be enrolled as a resident student and pursue his work under the personal direction of the committee on graduate work.

II. He must do work amounting to at least 32 credits. Most of his studies may be chosen as free electives from the junior and senior studies of the undergraduate college, none below these years. The remainder of his work may be special, under the oversight of a professor to be appointed by the committee.

III. The candidate must prepare a Thesis of merit, representing considerable research, the Thesis to be prepared under the direction of the professor appointed by the committee.

Time Schedule for College of Arts.

A. M.		P. M.	
First Recitation	8:00- 9:00	Dinner	11:30-1:00
Chapel	9:00- 9:30	First Recitation	1:00-2:00
Second Recitation	9:30-10:30	Second Recitation	2:00-3:00
Third Recitation	10:30-11:30		

COURSE OF INSTRUCTION.**Department A.—English.****Professor Lyon.**

The aim in this department is: (1) to develop logical thinking and the ability to express thought in clear, strong and graceful language; (2) to trace the origin and development of the English Language and Literature to the present time; (3) to broaden and deepen life by contact with both the ideal and real life of the race; (4) to appreciate the true, the beautiful and the good in the masterpieces of English and American Literature; (5) to learn the constructive principles of both form and content in Literature; (6) to cultivate a genuine interest in the subject which will ripen into more extensive research and be perennial.

Special students in English should, as far as possible, take studies closely correlated with it; for example, Sociology, History, Classic and Modern Languages and some branches of Philosophy.

1. **Rhetoric.**—Since the ability to say just the right thing in the right way is the most practical result of education, the art of composition will receive more emphasis than the science of Rhetoric.

Frequent Themes.—Special attention given to Narration, Description, Exposition, Argumentation, Style, Diction and Figures of Speech. Critical reading of selected Modern Prose.

Prerequisite.—Prepartory English.

(First semester, 3 hrs.)

2. **Rhetoric.**—A continuation of course 1.

(Second semester, 5 hrs.)

4. **English Literature to 1789.**—The origin and development of the English language and Literature with causes affecting the changes, as reflected in Beowulf, Caedmon, Wyclif, Chaucer, Spencer, Bacon, Shakespeare, Milton, Dryden, Pope, Addison, Gray,

Cowper and Goldsmith. Many masterpieces studied both in and out of the class. Written reports.

(First semester, 5 hrs.)

4. **English Literature 1789 to Present Time.**—The chief authors studied through their writings are Burns, Wordsworth, Shelley, Coleridge, Scott, Byron, Tennyson, Macauley, Ruskin, Arnold, Browning and Kipling.

Collateral reading, written reports.

(Second semester, 5 hrs.)

5. **American Literature.**—This course is devoted to the works of the best American poets and prose writers. Relation of American to English Literature Themes and extensive reading.

(First semester, 3 hrs.)

6. **Literary Criticism.**—The aim is: (1) to see clearly why writings take rank and are admired; (2) to cultivate a taste for the best Literature, Original Critiques on Standard Works.

Prerequisite.—Courses 1 and 2.

(Second semester, 2 hrs.)

Shakespeare.—Critical study of a number of plays including "Hamlet," "Merchant of Venice," "Julius Caesar," "Macbeth," "Othello" and "King Lear." Some attention to the origin and development of the drama. Outside reading and critical papers on the plays.

(First semester, 3 hrs.)

Courses 3 and 4 will be given in alternate years with courses 5, 6 and 7.

8. **Tennyson and Browning.**—Critical study of selected poems of each author to reflect his ideals, characteristics and philosophy of life. The relation of the authors to the life and literature of the Victorian Period. Collateral reading and written reports.

(First semester, 3 hrs.)

9. **English Seminary.**—A course in research work. Such literary problems studied as the origin and development of the novel, the drama, the epic, the essay, the elegy, romanticism. Papers read before the class for criti-

cal discussion. Open to advanced students only.

(Second semester, 3 hrs.)

Courses, 8 and 9 only, offered every two years.

DEPARTMENT B.—LATIN AND GREEK.

Professor Hawkins.

1. **Horace.**—Odes and Epodes.

(First semester, 4 hrs.)

2. **Livy.**—Preface: books 21 and 22; select poems of Catullus, study of Latin versification.

(Second semester, 4 hrs.)

3. **Cicero**—De Senectute or De Amicitia, Tacitus, Germania or Agricola.

(First semester, 3 hrs.)

4. **Juvenal.**—Satires, **Plautus.**—The Captives.

(Second semester, 3 hrs.)

5. **Lucretius**, four books; **Cicero.**—The Tusculan Disputations.

(First semester, 3 hrs.)

6. **Allen's Fragments of Easy Latin**,—Roman Philosophy.

(Second semester, 3 hrs.)

Through the entire course exercise in sight reading will be given. Special attention will be given to the effect of Latin upon English literature.

Lexicon preferred, Lewis; Atlas, Kiepert. Every student should have Smith's Smaller Classical Dictionary.

II. Greek.

1. **Goodwin's Greek Grammar** with exercises in writing Greek. Text Gleason.

(First semester, 4 hrs.)

2. **Xenophon's Anabasis**: books 1 and 2. Gleason continued.

(Second semester, 4 hrs.)

3. **Selection From Herodotus.**—Homer, books: 1, 2, 3 and 4. Study of Homeric forms.

(First semester, 3 hrs.)

4. **Demosthenes**, two orations; **Lysias**, one oration. Special attention will be given to Greek Oratory.

(Second semester, 2 hrs.)

5. **Select Idyls of Theocritus**; **Sophocles**, *Antigone*; **Euripides**, *Medea*.

(First semester, 3 hrs.)

6. **Plato**; *Apology* and *Crito*; **Aristotle**, *Poetics*,

Lectures on Greek philosophy. (Second semester, 3 hrs.)

The Greek language will be studied as an exact language, or as the only language perfect in syntax. The student will be introduced to the philosophy of all inflected tongues.

DEPARTMENT C—MATHEMATICS AND ASTRONOMY.

Professor Reiter.

No subject is of greater educational value in developing exact reasoning; although it, especially the higher branches, is only theoretically exact. But it is in this very approximation of the truth that the finite mind realizes its limitations as it attempts to grasp the thought of the infinite. Herein is its moral quality: While its intellectual value consists in its demand for long continued intense application of a concentrated mind; and its demand for logical reasoning, and concise, accurate statement.

1. **Trigonometry**—Presupposes the mastery of all preparatory mathematics, and includes: plain, spherical, and analytical Trigonometry, with numerous problems illustrating the application of the subject to mensuration, surveying and astronomy. Graphical solutions and the use of the laws of similars will be insisted upon rather than memorizing many formulae. Text: "Phillips and Strong's Elements of Trigonometry."

(First semester, 5 hrs.)

2. **Advanced Algebra**.—Ratio, proportion, progression, permutation, combinations, binominal theorem, indeterminate coefficients, summation and interpolation of series, continued fractions, logarithms, logarithmic and trigonometric tables and their construction, single and double position, exponential equations, transformation of equations, limits and approximation. Text: "Rays New Higher Algebra." (Second semester, 5 hrs.)

3. **Plane Analytical Geometry**.—Straight lines, circles, loci, systems of coordinates and the conic sec-

tions, with problems and graphic solutions. Text: "Wentworth's Analytical Geometry."

(First semester, 4 hrs.)

4. **Advanced Co-ordinate Geometry.**—The general theory of curves, of the second degree, higher plane curves, points, plane, and surfaces of revolution, with problems and graphic solutions. Text: "Wentworth's Analytical Geometry." (Second semester, 4 hrs.)

5. **Surveying.**—The adjustment, care and use of compass, level and transit. Field practice will be given by measurements by chain and tape, profile leveling, running level lines closing on starting point, and field surveys with the transit. Also stadia work. Text: "Johnson's Surveying." (First semester, 5 hrs.)

6. **Calculus** (Differential and Integral).—Theory of limits differentiation of functions of a single variable exponential, circular and hyperbolic functions, methods of integration, lines, areas and volumes. Text: "Osborn's Calculus." (Second semester, 5 hrs.)

7. **Mathematical Astronomy.**—This is an advanced course in general Astronomy in which the principles of mathematics are applied in solving the problems of the practical astronomer. It presupposes course 1, and better also 3, 4, 5 and 6. Text: "Young's Manual of Astronomy." (First semester, 4 hrs.)

DEPARTMENT D.—NATURAL SCIENCES.

Professor Noblitt.

I. CHEMISTRY.

1. **General Inorganic Chemistry.**—The non-metals will be studied by demonstration, text-books, and laboratory work. A few weights and formulae will be memorized. Equations will be carefully explained. Laboratory work in chemistry will first be conducted with a view to being clean and orderly at the desk. The student will learn how to handle tubes, stoppers, and the glass-ware. Also the student must form the habit of putting

each chemical and apparatus where it belongs. There will be a place for everything and everything must be in its place. Texts: "Remsen's Chemistry;" "Smith's Laboratory Manual." Three hours recitation and four hours laboratory work. (First semester.)

2. **General Inorganic Chemistry.**—The metals and classification of elements. While only a foundation can be laid in one year, a few technicalities will be introduced toward the close of the last semester. The laboratory work will show some degree of skill in this semester. Text, same as in course 1. Three hours recitation and four hours laboratory work.

(Second semester.)

3. **Qualitative Chemistry.**—In this course the general principles underlying will be studied. The student will observe the results, of re-agents on known solutions. The equation will be recorded for each reaction. All work must be carried out in a systematic way. Text: "Noyes." Reference will be made to others. Laboratory work, one hour class work.

(First semester, 4 hrs.)

4. **Qualitative Chemistry.**—A continuation of course 3. Unknown salts, solutions, and acids will be analyzed, the complexity and difficulty gradually increasing. Notes carefully prepared are required. Text: same as course 3. One hour recitation and four hours laboratory work.

(Second semester.)

II. PHYSICS.

5. **General Physics.**—The class-room work will consist largely of demonstrations and quizzes. The laboratory work will consist of a few well selected experiments, the quantitative part of which must be high grade. Prerequisites, preparatory physics and trigonometry. Text: "Hasting and Beach." Four hours class work and two hours laboratory work. (First semester.)

6. **General Physics.**—A continuation of course five.

Four hours class work and two hours laboratory work.

(Second semester.)

7. **Physics.**—A laboratory course. Experiments will be selected according to the needs and demands of the individual student. Credits per semester 3. Five hours each week.

(First semester.)

III. Biology.

Botany Course I.—During this course the anatomy and physiology of the plant kingdom will be studied in a comprehensive manner, giving special attention to a number of representative species. Such subjects as Seed Germination, Phytological Chemistry, "Structural Botany, Thallophytes, Bryophytes, Pteridophytes, Gymnosperms and Angiosperms will be given due attention. This work will include lectures, recitations, supplementary reading, laboratory work and field trips.

(First semester, 4 hrs. per week.)

Botany Course II.—Course II in Botany will be advanced work, and will be so arranged as to meet the needs of students who have had Course I (or equivalent), or Preparatory Botany. In this course effort will be made to meet the needs of each individual member of the class. Stress will be placed upon Toxicology from a botanical standpoint. Botanical Ecology; Paleobotany, and the use of the field trip and laboratory in teaching the science of botany. Texts: "Bergen's Foundations," "Leavitt's Outlines," various standard references.

(Second semester, 4 hrs. per week.)

Physiology (The Human Body.)

Course III.—This course is arranged primarily for those who desire to teach this branch in high schools. Text-book: Martin's Human Body, advanced course, supplemented by lectures, collateral readings, and by demonstrations of parts of the skeleton, models, microscopical slides, charts and dissections of animals. The principles of personal and domestic hygiene are discussed, and the

chief methods of physiological investigation and experimentation are explained.

(First semester, 5 hrs. per week.)

Zoology: Course IV.—This course covers the ground of Vertebrate Zoology, and discusses in some detail, such topics as, Histology, Animal Morphology, Zoogeography, Classification. During this course the following sciences will be examined in their relation to the animal kingdom: Geology, Paleontology, Archaeology, Anthropology, Psychology, Comparative Anatomy. Each student will be expected to keep a note book and make microscopical mountings. Texts: "Kellogg, Packard."

(First semester, 4 hrs. per week.)

Zoology Course V.—Invertebrate Zoology and Biological Biography. This will be advanced work and is calculated to meet the needs of those who have had Zoology IV (or equivalent), or Preparatory Zoology. The various groups of animals other than those of the Chordata sub-kingdom—including the Protozoa, Porifera, Collenterate, Echinodermata, Vermes Mollusca, Anthropoda—will be given due consideration in class-room, field and laboratory work.

Also brief study will be made of the lives of such distinguished biologist, as: Aristotle the Plinys, Cuvier, Lamarck, Linnaeus, Louis and Alex, Agassiz, Darwin, Huxley, Herbert, Spencer, Haeckel, Schopenhauer and Weismann.

Texts: "Kellogg," "Packard," "Comstock."

(Second semester, 5 hrs. per week.)

(Note.—Throughout the courses in Zoology the principles of Taxidermy will also be given at appropriate times.

V. Geology.

The courses in Geology are all elective. In general they are numbered in the order in which they should be taken. The class-room work will be supplemented as far as possible with field excursions and museum work, the plan being to place the student in direct contact with

Geological problems, and to bring to his notice the more common physical phenomena.

Geology Course I.: Elements of Physical Geology.—This course will cover the ground usually covered by the science of Physiography (Physical Geography) and will include a study of Dynamical, Structural and Physiographic Geology, including physical conditions throughout geologic time, the formation of continents and the different kinds of rocks and their modes of formation. Texts and lectures, collateral readings.

(First semester, 4 hrs. per week.)

Geology Course II.—Geological Biology and Paleontology. This course will include the work usually offered under Historical Geology, and will also include study of the organic forms and their natural succession, relation to environment, etc. Principles of organic evolution in their relation to geology. The subject will be discussed from the geological, rather than from the biological standpoint. Lectures and research work.

(Second semester, 3 hrs. per week.)

Geology Course III: Economic Geology.—A study of the most common minerals and rocks, soils, water supply, building stone, etc., with special reference to their occurrence in Oklahoma. Lectures, readings and field work.

(Second semester, 2 hrs. per week.)

DEPARTMENT E.—HISTORY AND POLITICAL SCIENCE.

Professor Horne.

Under this department is comprised: (1) European History; (2) American History; (3) Church History; (4) Political Science.

It will be the aim of this department to trace the development of civilization, as exhibited in the national life of the peoples whose history is studied. In the work in Political Science, a study is made of the structure and operation of government and practical and comparative

politics. Text-books for all courses will be announced later.

1. **History of Greece to the Rise of the Macedonian Power.** The work will be carried on by lectures, text-books, oral and written quizzes, reports, maps, etc.

(First semester, 3 hrs.)

2. **History of Rome to the Fall of the Western Empire.** Text-books, lectures, oral and written quizzes, preparation of maps, special reports. The subject will be studied as far as possible by the topical method.

(Second semester, 3 hrs.,

3. **Mediaeval History.**—This course embraces the period from the Fall of the Western Empire to the close of the fifteenth century. Special attention given to Feudalism, the Papacy and the Empire, the growth of cities and institutions.

This course is designed for those who have had history 1 and 2.

(First semester, 4 hrs.)

4. **History of the Renaissance and the Reformation.** Text-books, lectures, collateral readings, special reports, etc.

(Second semester, 4 hrs.)

5 and 6. **History of Modern Europe.**—Not offered in 1907-8.)

7 and 8. **History of England.**—Studies with reference to the development of the English Constitution, but not losing sight of the enfolding life and varied institutions of the English people.

(First and Second semester, 3 hrs.)

9. **Modern Europe.** An Introductory Course for students who do not desire an extended course in the history of Modern Europe.

(First semester, 3 hrs.)

11 and 12. **Advanced Course in the History of the United States.**—Special attention given to the political phase of the subject, the development of the Constitution, and the larger questions which have engrossed the political parties receiving much study.

(First and second semesters, 3 hrs.)

13. **American Government and Party Machinery.**—An investigation of the inter-relation of State and Federal Governments, and the operation of the American party system. (Second semester, 3 hrs.)

14. **American Colonial History to 1750.**—A study of the discovery and exploration of America, the planting of colonies, their history, institutions and political life. (Not offered in 1907-8.)

15 and 16. **Church History.**—(See Church History under College of the Bible.)

17. **Economics.**—This course will aim to investigate the nature of Political Economy, together with the laws and principles underlying the production of wealth, the exchange and distribution of products, and the economic principle of governmental policy.

(First semester, 3 hrs.)

DEPARTMENT F.—MODERN LANGUAGES.

Professor Schulz.

The work in this department is based upon the view that the aim of the university is not only to make specialists, but also to give the students a many-sided, liberal and well rounded education. Of all the branches of its curricula, Modern Languages are among the best means to achieve the result. The object of the instruction in this department is to lead the student to a good reading knowledge, to develop an accurate and critical appreciation of the literature, and, as far as classroom instruction permits, to afford opportunity and facility for composition and conversation.

Some of the best writers of Germany, France and Spain, such as Schiller, Goethe, Lessing, Ludermann, Moliere, Hugo, Dumas, Valera, Calderon, Valdes, and others will be studied. Contemporaneous literature will receive a large degree of attention.

Sight reading will be a feature of the work, yet the student will be held accountable for definitely pre-

pared work.

At present two years of German are offered (preceded by two years in the preparatory department), three of French and three of Spanish. The course in German will be enlarged as soon as the demand justifies such an enlargement. Examinations, both oral and written, will be held at the end of each course or semester.

I.—German

1. Schiller's "**Jungfrau von Orleans**," Rapid reading of Goethe's "**Hermann und Dorothea**." Syntax and Prose Composition. Schiller's **Maria Stuart**.

(First semester, 3 hrs.)

2. German Lyrics and Ballads Composition; Heine's "**Harzreise**." Sight Reading; Freytag's "**Soll und Haben**."

(Second semester, 3 hrs.)

3. History of German Literature with a German text as a basis. The following topics will be treated:

(a) Old literature; **Nibelungenlied**, **Kunst Epos**," "**Minnegesang**."

(b) Time of decay: **Hans Sachs**, **Luther**, **Reineke Vos**, **Till Eulenspiegel**.

(c) **Gottsched** and **Klopstock**.

(d) **Goethe**, **Schiller**, **Lessing**, **Chamisso**, **Arndt**, **Koerner**, **Ruckert**, **Uhland**.

(e) **Heine**, **Feuchtersleben**, **Geibel**, **Schefer**, **Frellig-rath**.

(f) **Gustav Freytag**.

(g) **Hauptmann** and **Sudermann**.

The student will make constant reference to such works as: **Hedge's Hours with German Classics**, **Fraucke's History of German Literature**, **Heller's Studies of Modern German Literature**, and others. Reading of Goethe's "**Iphigenie auf Tauris**." (First semester, 3 hr.)

4. Continuation of History of German Literature of Course 3. **Lessing's "Nathan Der Weise"**. **Sudermann's "Johannes"**. Literature of Course 3 furnished.

Goethe's "Goetz von Berlichingen." Rapid reading of Lessing's *Emilli Galotti*. Theme writing in connection with texts read, every two weeks.

(Second semester, 3 hrs.)

NOTE—In connection with courses 3 and 4, there will be short lectures in German.

II.—FRENCH.

1. Elementary: Fraser and Squair's *Grammar*, Part I. Sight reading of Worman's *First French Book*, or its equivalent. Syntax and Composition. Selected Stories and Plays. Halevy's "*L'Abbe Constantin*."

(First semester, 4 hrs.)

2. Rapid Review of Grammar. Bruno's "*Le Tour de la France par deux Enfants*."

(Second semester, 4 hrs.)

3. Selection from Davis' *Scientific French*. Francois' *Elementary French Prose Composition*. Daudet's *Trois Contes Choisis*. Sight reading. Syntax and Composition continued. Lamartine's *Scenes de la Revolution Francaise*. Rapid reading of House—three French Comedies.

(First semester, 3 hrs.)

4. Bouvet's *French Composition*, (or equivalent) Balzac's *Eugenie Grandet*, Hennequin's *Idiomatic French*.

(Second semester 3 hrs.)

Bowen's *French Lyrics*. (Selections.)

(First semester, 3 hrs.)

5. Dumas' *La Tulipe Noire*, Francois' *Elem. French Prose Composition*. Voltaire's *Prose*. Composition and Lyrics continued. Racine's *Athalie*. Lectures in French and English on classical and contemporaneous French literature.

(Second semester, 3 hrs.)

NOTE—Courses 3 and 4, will be offered on alternate years with Courses 5 and 6.

III. Spanish.

A knowledge of Spanish is very valuable to the American youth, but its importance to the people of the Southwest is too well known to be mentioned. Aside

from imparting a theoretical knowledge of the language to the student, a practical knowledge will be the main feature of its study.

1. Loiseaux's **Spanish Grammar**, (or equivalent.)
Sight reading of Worman's **First Spanish Book**.

(First semester, 4 hrs.)

2. Loiseaux's **Span. Composition**,—Spanish Reader. Review of Grammar. Alarcon's **El Capitan Veneno**.

(Second semester, 3 hrs.)

3. Moratin's **El Si de las Ninas**. Carrion's **Zaragüeta**. Valera's **El Pajaro Verde**.

(First semester, 3 hrs.)

4. Valdes' **Jose**. Nunes' **El Haz de Lena**. Episodes, extracted from Galdos' **Dona Perfecta**.

(Second semester, 3 hrs.)

5. Pepita Jimenez.. Gutierrez **El Trovador**, **El Principe Constante**.

(First semester, 3 hrs.)

6. Spanish Composition. Selections from Cervante's **Don Quixote**. Vaga's **La Estrella de Sevilla**.

(Second semester, 3 hrs.)

NOTE—Courses 3 and 4, and 5 and 6, are given on alternate years.

DEPARTMENT G.—APOLOGETICS.

President Zollars.

We believe that Biblical Sciences, Languages, and Literature, form fully as great a contribution to intellectual culture and development as the subjects in other fields. We further believe that no student is educated in the true sense without some knowledge of the Bible. For these reasons certain electives are allowed to students of the College of Liberal Arts from the College of the Bible, for which they receive full credit toward the degree A. B. This privilege is now granted in a number of the leading universities of the country, including certain State Universities. It is therefore eminently proper that universities standing primarily for Christian

principles should offer the same privilege.

For full statements concerning the courses in Apologetics, the student is referred to the College of the Bible Department N.

DEPARTMENT H.—PSYCHOLOGY AND LOGIC.

1. **Psychology.**—There is no subject of greater importance to the teacher or preacher than Psychology. We aim to give this important work the prominence that is due it. The far reaching significance is impressed upon the mind of the student, and its practical bearing in the learned callings is pointed out. James, **Psychology**, or a work of equal strength is used, followed by a brief popular treatise which serves to present the subject in as plain and interesting a manner as possible, setting forth the leading truths and principles in such a way as to enliven their abstract nature, and invest them with the charm that comes from helpful illustration.

(First semester, 4 hrs.) Required of all students.

2. **Experimental Psychology.**—The laboratory has become a very essential factor in college equipment, and in harmony with the general trend in all departments of instruction the experimental method has been introduced in the study of Psychology. A large number of very helpful experiments can be performed in laboratories of even modest equipment. We have adopted the experimental method because of the additional interest, and the added clearness that it gives to the subject. The experiments introduced serve to make a science that is somewhat abstruse, and difficult for many minds to grasp, much more concrete in its nature, and hence more interesting to the average student. The works of Titchener, Sanford, Scripture and others are used for reference.

(Second semester, 2 hrs.). Required of all students.

3. **Ethics.**—The object of this study is to fur-

nish students a somewhat comprehensive view of the general ethical facts and principles that are established by study and observation, and that have practically passed out of the realm of dispute. We believe that the necessary trend of a true system of Ethics is Theistic and consequently the study sustains a very close relation to that of Theology. We hold that the moral judgments will be found in perfect harmony with the moral principles of revealed religion, and consequently the aim of this study is not only to quicken the life of duty and righteousness, but to show that the moral and religious life as set forth in the sacred Scriptures of the Old and New Testaments have their ultimate basis in the constitution of the human soul. Text books, Davis, Gregory and McKenzie. (First semester, 3 hrs.)

4. **Logic.**—Human duty may be briefly summed up in three words, **thinking, feeling, and acting.** Right acting begins with right thinking, and since Logic is simply the science of the laws of thought it is necessarily a fundamental study. It has been said that the only way to learn to think is by thinking, and yet the thinking process can be carried forward with greater facility, and to the attainment of better results, if the laws that regulate and govern thought are understood. Intelligent systematic thinking is better than random thinking. It is the aim of this study to teach the laws and principles that govern systematic and orderly modes of thought. The principles of Logic are presented not only theoretically, but are illustrated and enforced by numerous examples for practice. Both deductive and inductive systems are studied. Text books; Minto, Gregory, Coppee. (Second semester, 4 hrs.)

The studies of Department H. are given on alternate years as follows:

1907-1908 First semester Psychology, second semester Experimental Psychology.

1908-1909, First semester Ethics, second semester Logic.

DEPARTMENT I.—NEW TESTAMENT GREEK AND LITERATURE.**Professor Marshall.**

Students in the College of Liberal Arts are permitted to elect work in the New Testament. This consists of three years of New Testament Greek, and three years of New Testament Literature in English.

For statements in detail, reference may be made to the College of the Bible, Departments R. and T.

DEPARTMENT J.—SEMITIC LANGUAGES AND LITERATURE.**Professor Sears.**

Instruction in Hebrew, Syriac, and other semitic languages is offered to students of the College of Liberal Arts; also several courses in Old Testament History and Literature. For full description of this work, see Departments Q. and S. College of the Bible.

DEPARTMENT K.—EDUCATION AND SOCIOLOGY.**Professor Roberts.**

In the College of Teachers are taught several courses which are offered as electives to students in the College of Arts. For full statements, see College of Teachers.

1. **Sociology.** Texts, Gillings *Elements of Sociology*, et al.
2. **Elements of Pedagogy.** Texts, White, et al.
3. **Art of Study.** Text, Hinsdale.
4. **History of Education.** Texts, Seeley, Quick, et al.

DEPARTMENT L.—COMMERCE.**Professor Brown.**

A few subjects of a practical character, of collegiate

grade, will be offered to candidates for the A. B. degree.

1. **Banking.** Text, Boole, **Money, Banking and Finance.**

2. **Commercial Geography.** Text, Gannett, Garrison, and Houston.

3. **Business Law..** Text, White.

4. **Commercial Education.** Text, Clow, **Introduction to the Study of Commerce.**

*The College
of
The Bible*

COLLEGE OF THE BIBLE

FACULTY

ELY V. ZOLLARS, A. M., LL. D., Dean.

Professor of Apologetics and Christian Doctrine.

FRANK H. MARSHALL, A. M., Ph. D.

Professor of Biblical Greek and New Testament Literature.

ROLLA G. SEARS, B. D., A. M.,

Professor of Semitic Languages and Old Testament Literature.

SAMUEL H. HORNE, A. B.,

Professor of Church History.

S. A. MARONEY, B. S., B. O.,

Professor of Public Speaking.

TILMON L. NOBLITT, A. M., M. B.,

Professor of Natural Science for Preachers.

Purpose.

The aims of this college are two-fold:

1. To afford all students an opportunity to obtain a comprehensive knowledge of the Bible as a book, and thus to become acquainted with the great Bible themes,
2. To train young men in the principles and practice of preaching.

The purpose may also be expressed: To supplement the general instruction of the student by a liberal amount of Bible teaching, and to thoroughly equip young men for the Christian ministry. The latter is, of course, the larger and more prominent feature.

In the furtherance of these designs, thorough instruction is given to all classes of Bible students. In all the colleges of the University young people have the

advantage of supplementary Bible courses. Opportunity is thus afforded for gaining such knowledge of God's word as should be possessed by every educated person. To ministerial students liberal courses are offered in Biblical and cognate languages, Biblical Literature, Biblical and contemporary History, Biblical Theology, theoretical and practical Hermeneutics, Homiletics, Pastoral Theology, Christian Doctrine, Missions, Church History and Christian Evidences. In addition to the study of the text book on Christian Evidences, Lectures on Prophecy, the Divinity of Christ and other related themes are given throughout the student's course. The study of the English Bible occupies a prominent place in the work of the college, and the Scriptures are also studied in the original tongues, large portions of the Old Testament, and all of the New Testament being thus read as a part of the regular class room work.

A comprehensive view of the work will be found in formulated courses of the college on subsequent pages.

REQUIREMENTS FOR ADMISSION TO STUDIES LEADING TO DEGREE, A. B.,

1. A total of 150 Preparatory credits of 45 min. each. (See admission to College of Arts).

2. The above 150 credits must include:

(a) English, 30.

(b) Mathematics, 30.

(c) Foreign Language, 20. This requirement will be waived, on condition that the student complete at least five years of Biblical Languages in the College.

This is equivalent to graduation from a first class High School, or Preparatory School of some College or University in good standing.

Work Required for the Degree A. B.,

The degree A. B. in this college represents the same amount of work as that required in the college of Arts. The purpose of the work is to give the student

training equal in every way to that given by classical and scientific studies. The time for completing this curriculum is four years. It is of equal length and merit with that of the College of Arts, hence the same degree is given.

Biblical studies comprise the major part of the course. As a supplement, liberal electives may be chosen from the College of Arts. This gives the student not only the technical preparation necessary for his work in the ministry, but furnishes him with a foundation for the broader culture and scholarship so helpful to the ministry of the present age.

1. Required of all students:

- (a) Adv. Rhetoric and Composition, one year.
- (b) Psychology and Logic, one semester each.
- (c) Christian Evidences and Ethics, one sem. each.
- (d) Foreign Languages, three years. Five years unless two years have been taken in the Preparatory or High School.)

II. Free Electives from either the College of the Bible or College of Arts, sufficient to make a total of at least 128 credits.

III. Thesis, under conditions similar to those of the College of Arts.

Work Required for the Degree A. M.

Graduates from this or other institutions of equal rank can easily obtain desirable work for one year in the College of the Bible, leading to the degree, Master of Arts. The conditions will be similar to those for the same degree in the College of Arts, to which those interested are referred.

Work Required for the Degree B. D.

With the full teaching force employed, the College of the Bible is able to offer a strong curriculum of three years to graduate students who will receive, on its

completion, the degree B. D.

1. Entrance requirements.

(a) The degree A. B. from any reputable college or university.

(b) A minimum of two years classical Greek, or one year elementary New Testament Greek.

2. Required of all students.

(a) Hebrew and other Semitic languages, 20 credits.

(b) Biblical and Patristic Greek, advanced 16 credits.

(c) Church History, 6 credits.

(d) Biblical Theology, including First Principles, 12 credits.

3. Free electives from the College of the Bible, sufficient to make a total of at least 100 credits.

4. Thesis. The thesis for this degree will call for much more research than that required for the degree A. B. It should be scholarly in its character, and show deep study in some chosen field. Details will be arranged by the committee on Graduate work.

NOTE—While this work will require three full years at least, students will be permitted to elect not more than 32 credits in Biblical studies in this undergraduate work, thus reducing the time to complete the graduate work to two years.

**DEPARTMENT N: EVIDENCES AND CRITICISM,
CHRISTIAN BIOGRAPHY, AND SPECIAL
BIBLE THEMES.**

President Zollars.

1. Evidences and Criticism.

1. Christian Evidence. Christian teachers and preachers have always regarded the evidence for the Divinity of the Christian system as a subject of vital importance, but it may be truthfully said that the subject never assumed greater importance than it does today. The onslaughts upon Christianity by its enemies

have never been more persistent, vindictive or unscrupulous than they are at the present time. The inspiration of the scriptures, the divinity of Christ and consequently the divine character of the Christian system are being assailed to-day as fiercely as they have at any previous period. It behooves the Christian man to examine the foundations of his faith and to be able to give a reason for the hope that is within him. Students educated in a Christian College should certainly be rooted and grounded in Christian Evidences that they may go forth to their work panoplied for the inevitable conflict. The aim of this study is to present the leading arguments that have been relied upon to defend the citadel of Christian faith. Modern phases of skepticism will receive special notice Everest's **Divine Demonstration** and Bruce's **Apologetics**, are used, together with other books of reference. (First semester, 3 hrs.)

2. **Divinity of Christ.** The Divinity of Christ is the great central doctrine of the Christian religion. Doubt on this point is an absolutely fatal weakness in the minister of the Gospel. It is the aim of this study to present the arguments for the Divinity of Christ in the fullest way. A text book entitled "**The King of Kings**" by Zollars, will be used. The arguments from Prophecy, from Miracle, from Christ's Central place in History, from His Mental Superiority, from His Wonderful Personality and from His Death and Resurrection are presented. (First semester, 1 hr.)

3. **The Higher Criticism.** The purpose of this study is to acquaint the student with the various phases of higher criticism, to point out the reliable results so far attained and to fortify him against the fallacies and unreliable canons of criticism employed by the destructive school. Text-books: **The Higher Criticism**.—Green; **The Authorship of Deuteronomy**.—McGarvey.

(First semester, 4 hrs.)

4. **Credibility and Inspiration.** It is the aim of

this study to set forth the grounds on which the credibility of the Scriptures rests and to establish the claim for inspiration put forth by the Scriptures themselves and held by all evangelical Christians. Text-book: **Credibility and Inspiration.**—McGarvey.

(Second semester, 2 hrs.)

5. **Textual Criticism.** The Canon of Scripture and the genuineness, authenticity, authorship and dates of the sacred writings are considered. Special attention is given to a discussion of the text. **The Text and the Canon**—McGarvey; **Genuineness and Authenticity of the Scriptures**—Hinsdale, are used for recitation purposes. Other books of reference are used.

(Second semester, 2 hrs.)

II. BIOGRAPHY.

1. **The Life of Christ.** We believe that there is not any study for the ministerial student that is more profitable than the study of the life of Christ. It is our purpose to have the student study this life as presented by some of the leading writers, such as Stalker, Farrar, Geikie, Beecher and others. The class room work will be fortified by supplementary work in the library, which is well equipped with this class of literature.

2. **The Life of Paul.** A knowledge of the leading facts in this wonderful life is necessary to anything like a comprehensive knowledge of the New Testament history. An example of Christian heroism is afforded that is instructive and inspiring in the highest degree. There is no better use of time in the preparation for the ministry than the study of this life. Stalker's **Life of Paul** will be used together with other books of reference.

(Second semester, 2 hrs.)

3. **The Lives of Thomas and Alexander Campbell.** The object of this study is to give the student a knowledge of the movement for a union of the people of God upon the basis of simple Apostolic Christianity, otherwise known as the Restoration movement. This

knowledge can best be secured by a study of the lives of those who led in this great work.

(Second semester, 2 hrs.)

III. SPECIAL BIBLE THEMES.

1. **Bible Geography.** It is impossible to divorce the land from the book, therefore Bible Geography is studied as the necessary background of Bible History. Text-book: **Bible Geography**—Zollars.

(First semester, 1 hr.)

2. **First Principles.** The aim of this course is to give the student a comprehensive knowledge of the fundamental principles of the Gospel of Christ. The converging lines of preparation for the coming of Christ are traced, and the superiority of the Christian Dispensation is shown. This is followed by the discussion of Faith, Repentance, Confession, Baptism, the Holy Spirit, Christian Growth, the Plea of the Disciples of Christ, and the Christian Creed. Text-books: **The Great Salvation**—Zollars; **The Church of Christ**—By a Layman.

(First semester, 2 hrs.)

3. **Hebrew Prophecy.** The following topics are discussed: The character, training and peculiarities of the Hebrew Prophets, the scope of prophecy, the gradual development of the prophetic office, the method of transmitting the Divine communication to the prophet, the messages of the prophets, prophecy as literature, predictive prophecy, the poetic form of prophecy, the applications of prophetic teaching to the present day problems. Text-book, **Hebrew Prophecy**—Zollars.

(Second semester, 1 hr.)

4. **Biblical Introduction.** This work consists of a general study of the books of the Old and New Testaments, the aim being to discover the leading purposes of each book. The question of authorship and date will also be taken up and briefly considered. The broad, general divisions of both testaments are pointed out.

The aim, in short, is to give an intelligent general view of the Bible as a whole as well as of separate books.
Text-book: **The Word of Truth**—Zollars.

(First semester, 2 hrs.)

5. **Natural Theology.** It is the aim of this study to strengthen faith in the God of the Bible by showing the proofs of God found in the natural world. A text-book is used, supplemented by lectures. Text-books: Valentine and Fisher. (Second semester, 2 hrs.)

6. **Old Testament Theology.** It is the aim of this study, first to bring out the Old Testament doctrines concerning God, His nature and attributes, etc. Second, to study His relations to the world and especially to the chosen nation. Third, to point out the characteristics of the new dispensation as foreshadowed in type and prophecy. Fourth, to trace the gradual unfolding of the Divine truth as revealed in the literature of the chosen nation. Oehler's **Old Testament Theology** will be used in connection with other books of reference. (First semester, 4 hrs.)

7. **New Testament Theology.** The Christian system as unfolded in the Gospels and Epistles is studied and the relation of the New Testament Scriptures to those of the Old Testament is pointed out. The general aim is to present an intelligent, comprehensive view of the Christian system as a whole. Text-book: **Christian System** by Alexander Campbell.

(Second semester, 3 hrs.)

8. **Bible Lectures.** Special courses of Bible lectures will be given. A course on "Beginnings as revealed in Genesis," will be offered on alternate years and miscellaneous Bible themes will be treated from time to time. The work in "Pastoral Theology" will be supplemented by the lectures on "The minister and his work and "Church officers and organization." A discussion of the Sabbath question will also be given in lecture form. (First and second semester, 1 hr.)

The studies of department N. are separated into two divisions and offered on alternate years as follows:

1907—1908.

First Semester.

Christian Evidences	3 hours
Divinity of Christ	1 hour
Higher Criticism	2 hours
First Principles	2 hours

Second Semester.

Credibility and Inspiration	2 hours
Textual Criticism	2 hours
Life of Christ and Life of Paul.....	2 hours
Hebrew Prophecy	1 hour
Bible Lectures	1 hour

1908—1909.

First Semester.

Old Testament Theology	4 hours
Biblical Introduction	2 hours
Bible Geography	1 hour
Bible Lectures	1 hour

Second Semester.

Lives of the Campbells	2 hours
New Testament Theology	2 hours
Bible Lectures	1 hour
Natural Theology	2 hours

DEPARTMENT O; SEMITIC LANGUAGES.

Professor Sears.

Without a knowledge of Hebrew it is hardly possible to understand the best commentaries on the Old Testament. The minister who assumes to preach the Word of God should know the languages in which it is written. Every student is therefore urged to make a study of Hebrew for at least two years.

1. **The Hebrew Grammar.** The essentials of gram-

mar are mastered by the inductive method, based upon the text of the first eight chapters of Genesis. A part of the Hebrew text is committed to memory, and constant drill is given in composition. Text-books: William H. Harper's **Method and Manual**, and **Elements**.

(First semester, 4 hrs.)

2. **Grammar and Reading.** The work of the first semester is continued and completed. A vocabulary of 540 words is acquired. A part of Genesis is read. Text-books: Baer and Delitzsch's **Hebrew Bible**, and Davies' **Lexicon**, revised by Mitchell.

3. **Hebrew Bible and Syntax.** Rapid reading of the last part of Genesis and a careful study of Hebrew syntax as found in Harper's **Elements of Hebrew Syntax**. (First semester, 4 hrs.)

4. **Historical Hebrew and Aramaic.** Rapid reading of Samuel and Kings. Study of Aramaic as found in Brown's **Aramaic method**. (Second semester, 4 hrs.)

5. **Exegesis of Amos, etc.** Not given in '07-'08. Alternates with 3. A minute and careful exegesis of the prophecy of Amos, in connection with his life and times, will be made. It is very desirable that the student should be able to read Hebrew. All the English commentaries will be used in connection with this course. The **Septuagint** will also be used, when necessary, to throw light on the Hebrew text.

(First semester, 4 hrs.)

6. **Exegesis of Isaiah.** Not given in '07-'08. Alternates with 4. No book of the Old Testament is used more than Isaiah, so in view of this a very critical study will be made. Paul Haupt's **Polychrome Bible** will be constantly used in reference to the text. All the best versions, translations and commentaries will be used. Principal Geo. C. M. Douglas' "**Isaiah One and His Book One**" will be the guide in this work. Hebrew is a pre-

requisite.

(Second semester, 4 hrs.)

Extra Courses.

7. **Rapid reading of poetical books in Hebrew.**

(First semester, 2 hrs.)

8. **Rapid reading of prophetic books in Hebrew.**

(Second semester, 2 hrs.)

9. **Syriac**

(First semester 4 hrs.)

10. **Arabic.**

(Second semester, 4 hrs.)

1. **Aramaic.**

(First semester, 2 hrs.)

12. **Assyrian.**

(Second semester, 2 hrs.)

These subjects may be had when there is a sufficient demand.

DEPARTMENT P: BIBLICAL AND PATRISTIC GREEK.

Professor Marshall.

For the study of Biblical and Patristic Greek, no previous training in classical Greek is required. The student enters at once upon the courses indicated below, and devotes his attention exclusively to the principles of the language peculiar to the Bible. The differences between the dialects of the classical writers and that of the Hellenistic writers are so marked that better results are achieved by drilling the student first in the grammar and vocabulary of the period he desires to study. An effort is made in this department to familiarize the student with the entire Greek New Testament, so that he will be encouraged, after graduation, to do his general reading in the original. The Septuagint version of the Old Testament is also studied; first, because it, rather than the Hebrew Scriptures, was the Bible of many in the time of Christ, including some of the New Testament writers; second, because it is valuable collateral reading to throw light on the meaning of New Testament Greek words. For this latter reason the Greek writings of the church fathers, also, are studied to a limited extent.

The following courses are taught:

1. **New Testament Greek Grammar.** In this introductory course the elements of grammar are learned by the **inductive method**, based upon the text of the **Gospel of John**. Several chapters are committed to memory, and the student has daily practice in writing the language. Text-book: Harper and Weidner's **New Testament Greek Method**. (First semester, 4 hrs.)

2. **Grammar and Reading.** First semester's work continued. Composition and study of paradigms go hand in hand with translation. The class reads the **Gospel and Epistles of John**. (Second semester, 4 hrs.)

3. **The Writings of Luke.** Translation of the third Gospel and Acts of Apostles. Special attention paid both to etymology and syntax. (First semester, 4 hrs., 1907.)

4. **The Pauline Epistles.** Careful study of **Romans, I Corinthians, Philippians and I Timothy**, and rapid reading of others. Grammar, **Burton's Moods and Tenses**. (Second semester, 4 hrs., 1908.)

5. **Matthew and Mark.** Special study of important Greek words, together with their bearings on the interpretation of the Scriptures. Sight reading of the **Apocalypse**, with discussion by the instructor of its linguistic peculiarities. Reference work in Grammar, **Winer or Buttman**. (First semester, 4 hrs. (1908).)

6. **General Epistles and Collateral Reading.**

(a) Careful reading of selected epistles and rapid reading of others. (b) Rapid reading of selections from the **Septuagint**, intended to illustrate the Aramaic element in Biblical Greek. The three early land-marks, **Teaching of the Twelve Apostles, Shepherd of Hermas, and Epistle of Clement**, will be read, and their bearings noted on pivotal words in the New Testament.

(Second semester, 4hrs. (1909).)

Note.—During the study of courses 3-6 constant

comparison will be made of the N. T. quotations with the Septuagint, and, when the student is prepared, with the Hebrew Scriptures.

7. **The Septuagint.** Careful reading of selections from the **Psalter, Isaiah and Wisdom of the Son of Sirach.** Rapid translation and sight readings in **Kings, I Maccabees,** and other literature of the Maccabean period. Studies in the origin and history of the Greek Old Testament and its influence in preparing the world for Christ. (First semester, 4 hrs.)

8. **Later Jewish and Patristic Greek Literature.** (a) **Philo.** Studies in the Neoplatonism of Alexandria, and its influence on the early Christian writers. (The student is advised to read at least one classic of Plato, that he may compare the Hellenistic Greek with the Attic standards.) (b) **The Church Fathers.** Reading of selections from such authors as Chrysostom, Cyril, Eusebius, Origen and Basil, dealing with the worship and doctrines of the early Church, with general survey of the history of Christian Literature until Latin became the official language of the Church.

(Second semester, 4 hours.)

Note.—Courses 7 and 8 will be offered as soon as demanded by the growth of the Department.

Text and Reference Books preferred: Wescott and Hort, **Greek New Testament;** Thayer, **New Testament Greek Lexicon;** Liddell and Scott, **Abridged Greek Lexicon;** Van Ess, **Septuagint** (Am. Bible Society's edition); **Selections, Greek Apostolic Fathers;** Buttman, **N. T. Greek Grammar;** Winer, **N. T. Greek Grammar;** Burton, **Moods and Tenses;** Vincent, **N. T. Word Studies.**

DEPARTMENT Q:

OLD TESTAMENT LITERATURE.

Professors Sears.

1. **Old Testament History.** This course comprises the study of **Genesis, Exodus, Leviticus, Numbers, Deu-**

teronomy, Joshua, Judges and Ruth. The history of the Bible peoples from Adam to the founding of the Hebrew monarchy will be carefully sought out. The law of Moses will receive due consideration, while the Tabernacle and its furniture will be made and set up in miniature form. (First semester, 4 hrs.)

2. Old Testament History. In this course the books of I and II Samuel, I and II Kings, I and II Chronicles, Ezra, Nehemiah, Esther, will be studied. Extra Biblical courses will be used to continue the history of Jesus to the close of the Grecian Period. The dates of the composition of the prophetic books will be sought out in connection with the history of Israel, while the poetical books will receive proper consideration in their places. (Second semester, 4 hrs.)

3. The Major Prophets. (In English.) A careful study of Isaiah in general and Jeremiah, Ezekiel and Daniel, in particular, will be made. All points of geography and history will be considered. (First semester, 4 hrs.)

4. The Minor Prophets. (In English.) Amos in general and the other eleven minor prophets in particular will be studied. (Second Semester, 4 hrs.)

5. Text and Canon of the Bible. Such subjects as canonicity, text, manuscripts, translations, versions and languages of the Bible will be studied. The works of William Henry Green and F. C. Kenyon will be the basis of the work. (First semester, 4 hrs.)

6. Semitic History Contemporary with the Old Testament. The evidences from the monuments of Egypt, Babylonia and Assyria will be studied. At the same time a study of every nation, with which the Old Testament history comes into contact, will be made. Ira M. Price's "The Monuments and the Old Testament" will be the guide. (Second semester, 4 hrs.)

**DEPARTMENT R: NEW TESTAMENT LITERATURE
AND HISTORY.****Prof. Marshall.**

The purpose of this department is to equip the student with a thorough knowledge of the English New Testament. It is studied, book by book, and the contents, questions of authorship, date, etc., of each are given careful attention.

Intruction is given by means of lectures and notes on the text, with full references to commentaries, collateral histories, and numerous other works of reference. The best standard authorities will be placed in the library, and the student must consult them in his preparation for the class room. Reports and essays on assigned themes are required.

Text book, American Standard Revised Version of the Bible.

1. **The Gospel: Matthew and Mark.** Study and analysis of each book. The student is required to commit to memory the most important sections, such as the **Sermon on the Mount**. Every chapter and verse must be studied in the light of the best commentaries and reference books. (First semester 4 hrs. 1907.)

2. **The Gospels: Luke and John.** Papers on selected themes, historical and expository, are presented by the student. The Gospels reviewed and harmonized.

(Second semester 4 hrs. 1908.)

3. **Acts of Apostles.** The apostolic sermons, cases of conversation, and other important sections are memorized and analyzed. The book is studied as the basis of evangelistic and missionary work. General survey of the heathen religions of the day, and the moral condition of the Gentile world.

(First semester 4 hrs. 1907.)

4. **The Epistles of Paul.** These are studied chronologically. Daily practice is had in exegesis. Required

reading of some standard **Life of Paul** in order to understand the historical setting of these letters. Their relation also to the Book of Acts is studied.

(First semester, 4 hrs. 1907.)

5. **The General Epistles and the Book of Revelation.** Each book is analyzed, and studied along lines similar to the work in courses 1-4.

(Second semester, 4 hrs. 1909.)

6. **The History of the New Testament Times.** (a) Political events in Palestine during the Maccabean and Roman periods, ending with the destruction of Jerusalem, A. D., 70. (b) Social conditions of the people. (c) Origin and growth of Jewish sects. (d) Traditions and philosophy of various Rabbinical Schools as found in the **Talmud** and their bearing on the teachings of the New Testament. Text books, **I Maccabees**, Riggs, and Mathews'; **History of the New Testament Times**, supplemented by studies in Josephus, Schurer, Edersheim, and others.

(First semester, 4 hrs. 1908.)

7. **The History of the New Testament Text and Versions.** (a) The manuscripts. Study of the uncial and cursive writings, and the formation of the canon. Text book, Gregory, **The Text and Canon of the New Testament**. . . (b) The various ancient versions and modern English translations, **Prerequisite**, Courses 1-4 New Testament Greek.

(Second semester 4 hrs. 1909.)

DEPARTMENT S: CHURCH HISTORY AND MISSIONS.

I. Church History.

Professor Horne.

1. **General Church History.** The founding of the Christian church, the early heresies; the rise and development of the Papacy. Text, Fisher's **History of the Christian Church**.

(First semester, 2 hrs. 1907.)

2. **General Church History.** The rise and spread of Protestantism. Text, Fisher, completed.

(Second semester, 2 hrs. 1908.)

3. **The History of Christian Doctrine...** This course is intended for those who desire more extended work in Christian doctrine than that offered in courses 1 and 2. Text, Fisher, **A History of Christian Doctrine**.

(First semester, 2 hrs. 1908.)

4. **The Reformation of the Nineteenth Century.** The movement inaugurated by the Campbells for a restoration of New Testament Christianity; the co-laborers of the Campbells; missionary organizations and educational institutions. Text, Garrison, **The Reformation of the Nineteenth Century**, supplemented by Richardson, **Life of Alexander Campbell**.

(Second semester 2 hrs. 1909.)

II. Christian Missions.

Professor Marshall.

This work is open to all students. It is suited to everyone who desires a more intimate acquaintance with the great conquest of Christianity in non-Christian lands. Foreign Missions now have a recognized place in the curricula of many institutions, and interest in such studies is constantly increasing. The following courses are offered:

1. **General Survey of History of Missions.** A series of lectures on first efforts to Christianize Europe. Supplemental text book for class, Bliss' **Concise History of Missions**.

(First semester, 1 hr. 1907.)

2. **India and Africa.** Text Thoburn, **Christian Conquest of India**, and Naylor's, **Africa**. Supplemental reading of biographies of Carey, Judson, Moffat, and Livingstone.

(Second semester, 1 hr. 1908.)

3. **China and Polynesia.** Text, Beach, **Dawn on the Hills of T'ang**, with study of the Philippines and Hawaii, and biographical study of John G. Paton and John Williams.

(First semester, 1 hr. 1908.)

4. **Japan.** Lectures. The instructor, having spent two years as a missionary in Japan, will give the

results of his observations. Supplemental readings, Griffis, *The Mikado's Empire*, and *Religions of Japan*, Batchelor's *Ainu of Japan* and other works.

(Second semester, 1 hr. 1909.)

DEPARTMENT T: HOMILETICS, HERMENEUTICS AND PASTORAL THEOLOGY.

The work in this department will be taken care of by the professors in the other departments during the first year.

1. Homiletics. Theoretical. Text, Broadus' *Homiletics*. (First semester, 2 hrs.)
2. Homiletics. Practical, Text, Broadus, *Homiletics*. (Second semester, 2 hrs.)
3. Homiletics, Practical, Lectures. (First semester, 1 hr.)
4. Pastoral Theology, Text, Gladden, *The Christian Pastor and the Working Church*. (Second semester, 2 hrs.)
5. Hermeneutics, Theoretical. (First semester, 1 hr.)
6. Hermeneutics, Practical, (Second semester, 2 hrs.)

DEPARTMENT U: STUDIES IN COLLEGE OF ARTS.

All the Departments of the College of Liberal Arts are open to the students of the Bible College and in arranging their curricula they are free to choose any of the courses as electives.

Required Work.

1. English. For required work, see Dep't. A.
2. Psychology and Logic. For required work see Dep't. H.

Electives.

3. Sociology.. Among the many subjects helpful in broadening thought for young ministers may be mentioned **Geology**, which throws much light on how God created the earth; **Biology**, which may be studied in the light of

Genesis, dealing with the creation of man, and his connection, if any, with the lower animals; **Sociology**, which deals with many modern problems which demand the attention of the pulpit; **Ancient History**, which deals with nations and religions contemporary with Bible History; All these, and other important electives will be found in the College of Arts.

DEPARTMENT V: PUBLIC SPEAKING.

Professor Maroney.

Next in importance to the message of the preacher is the manner in which it is delivered. For full information, see School of Oratory.

FORMULATED CURRICULA LEADING TO THE DEGREE, A. B.,

For the convenience of younger students, the following Groups of Studies are selected to assist them in arranging their work. They need not be considered as compulsory, since the elective system prevails. Several other groups, with equal merit, could easily be arranged.

Group I.

This is composed of Biblical studies, with the exception of a minimum of work in the College of Arts which is required of all candidates for the degree, Bachelor of Arts. It is not probable than any one student will elect all the Bible studies here given.

Freshman.	Hrs.	Junior.	Hrs.
Adv. Rhetoric and composition	4	Hebrew (elementary)	4
N. T. Greek (Elementry)	4	Biblical Greek	4
Gospels	4	O. T. Theol. and Prophets	4
History of Missions	1	Church History and Biography	2
First Principles and Hebrew Prophecy	2	Lectures	2
Lectures	1		
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	16		16

Sophomore.	Hrs.	Senior.	Hrs.
N. T. Greek (advanced)	4	Psychology and Logic	..3
O. T. History 4	Christian Evidences and	
Acts and N. T. Theology	4	Criticism	.... 3
Biblical Introduction and		Hebrew, (advanced)	.... 3
Nat. Theol.	.... 2	N. T. Epistles	.... 4
Church History	.... 2	Lectures	.. 1
		Text, Criticism and Cred-	
		ibility, ve.	.... 2
	16		16

Group II.

This Group differs from Group I in that it has a much larger selection of studies from the College of Arts, with corresponding less amount of Biblical studies.

Freshman.	Hrs.	Junior.	Hrs.
Advanced Rhetoric and		Hebrew, (Elementary)	
composition	.... 4	(or other Foreign	
N. T. Greek (el.) (or oth-		Language)	.. 4
er Foreign Languages	4	N. T. Greek (or other	
First Principles vs.	.... 2	Foreign Language)	.... 4
History of Greece and		O. T. Literature (or Polit-	
Rome	.... 3	ical Science and Socio-	
Biology (or Gospels)	.... 4	logy)	.... 4
		Church History	.. 2
		Lectures	.... 2
	17		16

Sophomore.	Hrs.	Senior.	Hrs.
English Literature	.... 4	Hebrew (or other For-	
N. T. Greek (or other		oreign Language)	.. 3
Foreign Language)	.. 4	N.T.Epistles (or Eng. Lit.)	4
Chemistry, (or O. T. His-		Christian Evidences and	
tory)	.... 4	Criticism	.... 3
European History (or Bi-		Psychology and Logic	.. 3
blical Introduction vs.)	4	Geology, or Textual Crit-	
		icism, Credibility vs	.. 2
		Lectures	.... 1
	16		16

Note.—Students who have had the two years of

required Foreign Language in the Preparatory School need take but three years of Biblical Languages in the College of Arts.

FORMULATED CURRICULUM LEADING TO THE DEGREE, B.D.

First Year.

Required:	Hrs. throughout the year.
Hebrew, (Elementary)	4
N. T. Greek (advanced)	4
First Principles	4
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Required	12
Elective:	
O. T. History	4
Gospels	4
Christian Evidences and Ethics	3
Lectures	2
History of Missions	1

Note: Choose 4 to 6

Second Year.

Required:	
Hebrew, (advanced)	3
Biblical and Patristic Greek	4
Church History	3
Biblical Theology	4
	<hr/>
Required	14
Elective:	
Acts and N. T. History	4
Hermeneutics and Homiletics	3
History of Missions	1
History of Christian Doctrine	3
Lectures	2

Note: Choose 4.

Third Year.

Required:	
Hebrew or other Semitic language ..	3

Elective:	Hrs.
N. T. Epistles	4
Prophets	4
Higher Criticism and Credibility vs. . .	3
Semitic History	4
Lectures	2
Natural Theol. and Textual Criticism . .	3

Note: Choose 12 to 15.

SCHOOL FOR CHURCH WORKERS.

In connection with the College of the Bible, arrangements will be made for a special school to train Church Workers. This will offer instruction for Pastoral Helpers, Singing Evangelists, and Bible Teachers in the Sunday School. The demand for trained workers of this character among the Disciples of Christ is growing, and the University desires to encourage young people to prepare for this new field of Church work. Ministers' wives will also find this course helpful. A Diploma will be given for the work.

CURRICULUM FOR CHURCH WORKERS.

First Semester.	Hrs.	Second Semester.	Hrs.
English Bible, Old Testament,	4	English Bible, old Testament	4
English Bible, New Testament	4	English Bible, New Testament	4
Plea of the Disciples of Christ (First Principles)	2	History of the Disciples of Christ	2
Christian Evidences	3	Pastoral work	3
Sacred Music and Choral Singing	2	Sacred Music and Choral Singing	2
Solo Singing	2	Solo Singing ..	2
Typewriting and Stenography	4	Typewriting and Stenography	4
Special Lectures on Church Finance, S. S. and Y. P. S. C. E. Organizations, The Prayer Meeting, etc.	1	Special Lectures continued	1
History of Missions	1	History of Missions	1

Each student is expected to take 16-18 hrs. per week, and may choose any of the above studies.

Self Help.

Nearly all Ministerial students are compelled to work their way through college in one way or another. It is our purpose to assist such persons in every possible way. For a description of the opportunities offered for self help see article on "Matters of Interest to Self Supporting Students," which will be found on a subsequent page.

Student Preaching.

While it would be best for ministerial students to refrain for the most part from preaching until near the completion of the college course, yet in many cases this seems practically impossible. Many students must make their expenses while in school by preaching, or drop out of school and earn money to continue their work, or abandon the idea of securing the necessary education. Enid is, fortunately, so situated that it offers excellent opportunities for student preaching. There are many churches now without preachers, that can be reached by students going out on Saturday and returning Monday. Two men are engaged in locating prospective students with these churches. Students, however, should be modest in their expectations, live economically, and not try to make more than enough to defray actual expenses. As a rule, once every two weeks is as often as a student ought to go away to preach.

Free Tuition.

The Board has decided to make the tuition to ministerial students merely nominal. A fee of \$5 per semester will be charged in addition to the Library and incidental fees.

*The College
of Teachers*

THE COLLEGE OF TEACHERS

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

ISOM ROBERTS, A. M., B. S. D., Dean.
Professor of Pedagogy and School Management.

SAMUEL A. MARONEY, B. S., B. O.,
Instructor in English.

AARON PRINCE ATEN, A. M., LL. D.
Instructor in Mathematics.

TILMON L. NOBLITT, A. M., M. D.,
Instructor in Natural Science for Teachers.

SAMUEL H. HORNE, A. B.,
Instructor in History and Civics.

PURPOSE AND METHOD OF THE COLLEGE.

The Teachers' College will be organized along with the other departments of the University to thoroughly prepare students for positions in our public schools and high schools as well as for principals, department instructors and superintendents.

Students will be prepared to enter the state and county examinations for all grades of teachers' certificates. These examinations will be held at the same time as those of the Examining Board, and the questions used will be those sent out by the State Superintendent of Public Instruction and candidates' papers will be examined in such way as he may direct.

The primary object of the Normal College is not to furnish a knowledge of the subjects to be used by teachers, but to deal with these subjects after they have been

mastered, in a professional way, so as to know how to apply them to the human mind. To meet the demands of such a school, we will pursue the subjects of School Management, Science and Art of Teaching, History of Education, Psychology and Sociology, besides giving a study and review of the matter and methods of high school and college requirements.

This work is equally well suited to the general culture of students who do not intend to teach; hence we confidently advise all students to make liberal use of this work in choosing their electives. In pursuing this course, there is systematic mental training and an insight into the workings of the human mind not furnished in any other department of school work, thus rendering it invaluable to the teacher as well as to the business and professional man.

COURSES OF INSTRUCTION.

1. School Management:

Among the subjects taught are the following: Organizing a school, Organizing classes, Daily programs, Outlining lessons, Marking and grading, Calling and dismissing classes, Methods of conducting recitations and general school work. Visits to the public schools of Enid will be required with carefully prepared reports. Text books for discussion and reference will be used.

Texts: Baldwin, White, et al.

2. School Law.

The state school law will be studied from the following topics: School districts, duties and power of trustees and teachers, elections, school funds, teachers contracts, certificates, etc. Besides these, attention will be given to the relation of high school, academies, normal schools and colleges in their respective work. A careful observance of the changes being made in the field of secondary education. The laws of other states will be compared with that of Oklahoma.

3. Elements of Pedagogy.

A careful presentation of the fundamental principles of teaching, according to the psychical processes of thought will be given; also a study in harmonizing the various branches into a perfect system to meet the demands of the human intellect in its growth and maturity. Correct methods of teaching reading, language, geography, arithmetic and spelling will be furnished. Text: White.

4. Art of Study.

This subject will be treated partly by the lecture method, using such subjects as attention, concentration, methods of learning, study, recitation and study-lesson. The subject matter as outlined in Hinsdale's Art of Study will be used. Text: Hinsdale.

5. Psychology of Education.

The first aim of this course is self knowledge leading to the knowledge of the power, capabilities and dispositions of others. The problems of education will thus be studied in the light of psychological principles. The most valuable information from child-study will be observed, and the laws of mental growth will be systematically studied, yet no attempt at original investigation will be made. Text: Baldwin.

6. Theory of Education.

Man has been placed in the world for a purpose. To meet that purpose, every faculty and power in him must be brought to maturity. This is done by educating him in the various schools of learning, by travel, by association and by temptation. In pursuing this course, some of the view points will be punishment, rivalry, envy, altruism, capacity, interest, attention, emotions, motives, character and religion. Hobart's Philosophy of Education will serve as a basis of this work.

7. History of Education.

This course will consider the origin and growth of the educational systems of the leading nations of the

world as well as the influence of education upon the civilization of these nations. Special attention will be given to the school systems of Germany, France, England and the United States of America. The educational classics including the works of Froebel, Comenius, Locke, Horace Mann and Rousseau will be studied and reviewed. Biographies of educational reformers will be read. Readings, lectures and discussions will constitute the principal work in this course. Texts: Seeley, Quick, et al.

8. School Architecture.

This is a subject that has been sadly neglected. In recent years schools of first importance are giving it careful thought. The question of school architecture in the rural districts and usually, in the cities, up to a few years ago was left entirely to men who gave their thought to farming and business, so that it was impossible for them to know of the necessary requirements of a well equipped school building. In this course there will be an opportunity for original thought and investigation. Attention will be given to the best plans of ventilation, heating, lighting and seating, having in mind the health and convenience of teacher and pupils. The aesthetic and practical will go hand in hand in the thought of modern school architecture. The work done in this course will be principally, research, reports and original study.

9. School Supervision.

This course will require a comprehensive view of the history of school supervision. It will be considered under the following heads: County Supervision, City Supervision, State Supervision; the superintendents relation to pupils, teachers, patrons and board of education; course of study, examinations, promotions and graduations. Pupils will be required to outline course of study for common and high schools. Texts: Pickard, Payne, et al.

10. Sociology.

This subject will be treated under the following heads: jurisprudence and amendment of law (repression

of crime), health, economy and trade. Art and education.

The latter topic will receive the principal attention. The subject of education will be studied in its relations to all departments of Social Science and its co-ordination and correlation of the different sciences in their application to man as a social being. Social problems will be studied in their relation to man as hindrances to, or as means of promoting his well being. Lectures, discussions and research will be the method. Texts: Gidding's Elements of Sociology, et al.

FORMULATED COURSE.

Based on the Work of the Preparatory School.

First Year.

First Semester.

English.
Plane Geometry.
Physical Geography.
Hist. of Education.
Methods in Education.
School Architecture.

Second Semester.

English.
Plane Geometry.
El. Physics.
School Management.
School Law.
Elements of Pedagogy.

Second Year.

First Semester.

Chemistry.
Solid Geometry.
Latin.
School Supervision.
Art of Study.
Electives.

Second Semester.

Plane Geometry.
Theory of Education.
Latin.
Psychology of Education.
Sociology.
Electives.

For the completion of this course a diploma will be granted. Most of the professional studies will require about three months. The daily schedule will be arranged accordingly. This will reduce the number of daily recitations to about four throughout the year.

*The Preparatory School
and Special Entrance
Department*

THE PREPARATORY SCHOOL

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

AARON PRINCE ATEN, A. M., LL. D., Dean.

Instructor in Natural Sciences and Mathematics.

ISOM ROBERTS, A. M.,

Instructor in Civics.

LORA GARRISON,

Instructor in English.

SAMUEL H. HORNE,* A. B.,

Instructor in History.

EDWARD H. SCHULTZ, * A. M.,

Instructor in German.

J. SOUTH HAWKINS, * A. B.,

Instructor in Latin.

ALFRED F. REITER, * A. B.,

Instructor in Mathematics.

TILMON L. NOBLITT, * A. M., M. D.

Instructor in Elementary Natural Science.

HENRIETTA J. SIEGEL,

Instructor in Drawing.

B. F. BROWN, M. Acc'ts., B. S. D.,

Instructor in Commercial Branches.

Scope of the School.

The Preparatory School covers the work done in the first class High Schools, whose curricula embrace four years of instruction. As many students of the Preparatory School, however, are of mature age, with whom time is an object, the studies have been grouped so that a bright, industrious student can do the four year's work

* Professor in the College of Liberal Arts.

in three years. Thoroughness will not be sacrificed for speed, and those who cannot do the prescribed amount of work in three years will be given more time.

Diplomas.

Those who complete successfully the work of the Preparatory School are granted a diploma bearing the seal of the University. This diploma stands for the same scholarship as that of first class High Schools. The holder will be admitted to the freshman year of the College of Liberal Arts without examination.

Entrance Requirements.

Students coming from other schools must present evidence that they have satisfactorily completed the branches for which they desire to receive credit. Otherwise, examinations may be necessary. The preparation required of all students for entering the First Preparatory year will cover the work of the Special Entrance Department, to which the student is referred.

Work Required for Graduation.

I. **Mathematics.** Academic Arithmetic, one semester. Algebra, three semesters. Geometry, two semesters.

II. **English.** Academic Grammar, two semesters, Rhetoric, two semesters. Literature, two semesters.

III. **Foreign Languages.** Latin or German, four semesters:

Note 1.—French and Spanish may be offered if desired.

Note 2.—Bible students who elect 10 semesters of foreign language in the college may omit this requirement.

IV. **Natural Sciences.** Physics, two semesters, elective in science, one semester.

V. **Free Electives.** 55 credits, or sufficient to make a total of 150 credits.

Note 1.—A maximum of 12 credits may be elected from the Colleges of Music, Fine Art, and Oratory. One

lesson per week will count as one credit in Preparatory School.

Note 2.—A maximum of 40 credits may be elected from the College of Business, provided credits are not offered from any other special Department. Extra tuition is charged for work in the Special Departments.

Note 3.—Third Preparatory Latin, German and Solid Geometry will be counted as college subjects, receiving only 4 credits per semester, in case the student does not need them for graduation in the Preparatory School.

Definition of Preparatory Credit.

One credit means one recitation of 45 min. each week for one semester. A student with 25 recitations per week would gain 25 credits a semester, or 50 during the year's work.

Curriculum.

The following curriculum has been prepared with the view of giving the student the best possible fundamental training for a college course. Wherein it differs from courses offered by first class High Schools, fair equivalents will be accepted as substitutes. 25 recitations per week is the limit for each student.

First Preparatory.

First Semester.	Second Semester.
No recitations	Physiography.... 5
per week.	*Algebra 5
*Arithmetic (adv.) 5	*Adv. Grammar and Com-
*Algebra (beginning) .. 5	position 5
*Adv. Grammar and Com-	Civics 5
position 5	Latin, or Botany, 5
American History (adv.).. 5	(Music)
Latin (beginning) or	(Art.)
Zoology	(Oratory.)
(Music)	(Commercial Branches.)
(Art)	
(Oratory)	
(Commercial Branches)	

* Required of all students.

Second Preparatory.**First Semester.**

*Algebra (completed)	5
*Rhetoric & Composition	5
General History (Ancient)	5
Latin, or German (beginning)	
Physiology	4
Drawing	1
(Music)	
(Art.)	
(Oratory.)	
(Commercial Branches.)	

Second Semester.

*Geometry, Plane, (beginning)	5
*Phetoric and Composition	5
General History (Mediaeval)	5
Latin or German	
Physiology	4
Drawing	1
(Music)	
(Art.)	
(Oratory.)	
(Commercial Branches.)	

* Required of all students.

Third Preparatory.**First Semester.**

*Plane Geometry	5
*History of American and English Literature	5
Latin or German	5
General History (modern)	4
Drawing	1
*Physics	5
(Music)	
(Art.)	
(Oratory.)	
(Commercial Branches.)	

Second Semester.

Solid Geometry	5
*History of English Literature	
Latin or German	5
*Physics	5
Drawing	1
Elementary Astronomy	4
(Music)	
(Art.)	
(Oratory.)	
(Commercial Branches.)	

* Required of all students.

Time Schedule.

A. M.			
First recitation	8:15-9:00	Dinner Hour	11:45-1:00
Chapel	9:00-9:30	P. M.	
Second recitation	9:30-10:15	First recitation	1:00-1:45
Third recitation	10:15-11:00	Second recitation	1:45-2:30
Fourth recitation	11:00-11:45	Third recitation	2:30-3:15

Study Hall.

Arrangements will be made for a study hall, where the preparatory students will study during their vacant

periods under the direction of a teacher, thus insuring correct habits of study.

DESCRIPTION OF THE COURSES.

I. Natural Sciences.

First Preparatory.

A. **Physiography of North America.**—Only enough dynamical and structural geology will be introduced as may be needed in the proper understanding of the subject. Conture maps will be studied. The migration of rivers and the relation of valleys, mountains, and plateaus to rivers will receive special attention.

(Second semester, 5 periods.)

B. **Zoology.**—This course is intended to raise the questions why and wherefore in the beginning. The following subjects will be discussed **Simplest Animals, Multiplication, Function and Structure, Life Cycle, Adaptations, etc.** A note book containing accurate drawings will be required. Text, Jordon, Kellogg and Heath.

(First semester, 5 periods.)

C. **Botany.**—It will be the aim to lead the student to see for himself the processes of plant life, as: Growth and Movement and Dispersion of Fruits and Seeds, Adaptation to Environments. The Morphology and Ecology of plants will be studied carefully. Text,—Stephens.

(Second semester 5 periods.)

Second Preparatory.

D. **Physiology.**—Every one should know something of the human body and the function of each of its organs. The laws of health will be emphasized Text.—Martin's Human Body.

(First semester, 4 periods.)

E. **Physiology.** Continuation of course four. In this course will be given the effects of Narcotics, Stimulants, Antiseptics, etc., and the way to prevent contag-

ion and disease. Text.—Martin's Human Body.
(Second semester, 4 periods.)

Third Preparatory.

F. Elementary Astronomy. In this course will be given the simpler movements of the Heavenly bodies. The name and location of some of the well known planets will be learned. Also a little work on light and spectrometry will be given. (Second semester 4 periods.)

G. Physics. A large number of forces and changes with which the student and average person has to deal are physical forces and changes. In this course the student will see a selection of experiments demonstrating a large number of Physical Laws. The student will perform some experiments to insure confidence in himself. Accurate notes are required. Text,—Gage Revised.

(First semester, 4 periods recitation, 2 periods laboratory)

H. Physics.—A continuation of course G. The students will obtain good quantitative results in this course. Text,—Gage.

(Second semester, 4 periods recitation and 2 periods laboratory work.)

II. Mathematics.

Each subject will, so far as possible, be introduced inductively. Our aim is three-fold: First, to lay a thorough and practical foundation for present and future culture; second, to create a love for mathematics; and third, in our presentation, to furnish the teacher an example of correct and successful method of teaching.

First Preparatory.

A. Arithmetic. Ray's New Higher Arithmetic, entire text book. (First semester, 5 periods.)

B. Algebra. Ray's New Elementary, entire text book. (First semester, 5 periods.)

C. Algebra. Ray's New Higher Algebra, to quadratic equations. (Second semester, 5 periods.)

Second Preparatory.

D. Algebra. Ray's New Higher Algebra, simple and quadratic equations.

(First semester, 5 periods.)

E. Plane Geometry...Phillips and Fisher's Elements of Plane Geometry, four books.

Third Preparatory.

F. Plane Geometry. Continued and completed.

(First semester, 5 periods.)

G. Solid Geometry. Phillips and Fisher's Elements of Solid Geometry, complete.

(Second semester, 5 periods.)

III. German.

The Preparatory study of German is two years in length. Students are carefully drilled in pronunciation and the rudiments of grammar. Emphasis is laid upon the following: (1) Use of the spoken language in the classroom. (2) Pronunciation, (3) Prose Composition, (4) Reproduction.

This course lays the basis for higher work in the classics and literature in the college, but will be complete in itself in so far as it will aim to furnish a practical working basis that will be of distinct advantage for practical life and will give a reading knowledge of the language.

Second Preparatory.

A. Elements of the language with a good standard text as a basis. Reading of such easy material as Storm's *Immensee*, Guerber's *Maerchen und Erzählungen*, and Leander's *Traumereien*. (First semester, 5 periods.)

B. Mueller and Wenckebach's *Glueck Auf*, Seeligmann's *Altes und Neues*, Grimm's *Haus maerchen*, etc. Memorizing of a few Lyrics and Ballads. Oral and written exercises in translating from and into German conversation. (Second semester, 5 periods.)

Third Preparatory.

C. Reviews in elementary grammar. Study of Syntax and elements of Etymology. Prose composition based on texts read. Reproduction. Reading at sight from narrative prose. Conversation. The language of the classroom is German just as far as circumstances permit. Memorizing of poems continued.

(First semester, 5 periods.)

D. At least one classic will be read, preferably Wilhelm Tell.

Readings will be selected from the following list:

Baumbach—*Im Zwielficht*.

Geilder—*Deutsche Sagen*.

Heyse—*L'Arrabiata, Anfang und Ende*.

Hillern—*Hoher als die Kirche*.

Seidel—*Die Monate*.

Keller—*Kleider machen Leute*.

Freytag—*Die Journalisten*.

Baumbach—*Der Schwiegersonn*.

Lessing—*Minna von Barnhelm*.

Stern—*Geschichten von Rhein*.

Wildenbruch—*Das edle Blut.—Der Letzte*.

Schiller—*Wilhelm Tell*.

(Second semester, 5 periods.)

IV. English.

In this department the aim is (1) to master the laws of the sentence in Grammar; (2) to learn the elementary principles of discourse and acquire facility in composition; (3) to obtain a general knowledge of both English and American Literature. Since English is the avenue of thought no study is of more importance. Three full years of daily recitation in English are required of all who graduate from the Preparatory School.

First Preparatory.

A and B. Grammar, Composition and Literature. The aim is to master the principles of sentence building.

The best specimens of the sentence are studied in the Literature. Careful attention given to Punctuation, Capitalization and Letter Writing. Continuous practice in composition.

Classics from such authors as Scott, Addison, Irving, Lowell, Hawthorne, Longfellow, Holmes and Bryant.
(First and second semesters, 5 periods.)

Second Preparatory.

C and D. **Rhetoric, Composition and Literature.** Mastery of the elementary principles of discourse. Special attention given to the paragraph.

Literature. Both prose and poetic styles are studied. Silas Marner, DeCoverly Papers, Merchant of Venice, Tennyson's Princess, Cotter's Saturday Night, Conciliation with America, L'Allegro, Prisoner of Chillon.

(First and second semesters, 5 periods.)

Third Preparatory.

E. **History of American Literature.** Historical outline of American Literature. Special emphasis given to the study of the masterpieces. Collateral reading of complete works. Written reports.

(First semester, 5 periods.)

F. **History of English Literature.** An outline of English Literature. Careful study of the literature itself, the masterpieces. Outside reading of complete works. Written reports.

(Second semester, 5 periods.)

LATIN.

First Preparatory.

A. **Introduction to Latin, Text Harkness.**

(First semester, 5 periods.)

B. **Easy Latin Readings Latin syntax. Harkness Continued.**

(Second semester, 5 periods.)

Second Preparatory.

C. **Caesar: books 1, 3 and 4.. Latin Grammar.**

(First semester, 5 periods.)

D. **Vergil:** books 1 and 2. **Cicero:** four orations.
Study of Latin grammar. (Second semester, 5 periods.)

Third Preparatory.

E. **Vergil:** books 3, 4, 5 and 6; **Eclogues.**
(First semester, 5 periods.)

F. **Latin Composition.** Text Allan, Study of
Greek forms of Latin nouns.
(Second semester, 5 periods.)

VI. History and Civics.

First Preparatory.

A. **American History.** The student is supposed to
have completed a common school course in United States
History, hence only one semester is devoted to the sub-
ject. This work is of academic grade, Text, Hart's **Es-**
entials in American History.

(First semester, 5 periods.)

B. **Civil Government.** Elementary study of the
Civil Government of the United States.

(Second semester, 5 periods.)

Second Preparatory.

C. **General History.** This is a course in Ancient
History, including Greece and Rome. This and the two
subsequent courses will be given in broad outlines. Text,
Wolfson.

(First semester, 5 periods.)

D. **General History.** This will be devoted to the
study of Mediaeval History. Text, Harding.

(Second semester, 5 periods.)

Third Preparatory.

E. **General History.** A course in Modern History.
Text, Harding.

(First semester, 4 periods.)

VII. Drawing.

Second Preparatory.

A and B. **Mediums:** Chalk, pencil, water colors,

Drawing from objects: Action figures from life.

Grouping: Mass, sketching, modeling of objects, animals, etc. Simple studies of design.

Patterns of type forms: Clipping and criticism of newspaper and magazine illustration.

(First and second semesters, 1 period.)

Third Preparatory.

C and D. **Mediums:** Chalk, charcoal, pencil, colors, clay.

Sketching from object: Casts, life, and nature.

Wash drawings: Chalk modeling, pictorial composition.

Design, (working drawings of objects, and original plans): Modeling in low relief, study of masters and masterpieces in art.

(First and second semesters, 1 period.)

Special Departments.

For electives in Fine Art, Music, Commercial Branches, Normal Studies, and Oratory, the student is referred to these Special Schools and Colleges.

SPECIAL ENTRANCE DEPARTMENT.

Maude Waite Marshall, A. B., Instructor.

Purposes.

1. In the First Year of the Preparatory School, there are always some students whose early training has been neglected. These are found deficient in one or more studies. The Special Entrance Department is what its name implies; a school to enable such students to make up their back work, while at the same time continuing part of their studies in the Preparatory School.

2. In families moving to the University for educational purposes, there are often children not far enough advanced to enter the Preparatory School. This de-

partment offers a full year's course of study designed to meet the needs of such students.

3. Some parents desire to place their children in higher institutions of learning, so that, at as early an age as possible, the student life may be influenced by the Christian environment and intellectual atmosphere of such institutions.

To meet this most praiseworthy ambition Oklahoma Christian University has established the special Entrance Department, that students, of a lower grade than the Preparatory School can accept, may be brought face to face with the high culture and lofty ideals of Christian Education.

Scope of the Work.

The beginning of the instruction in this Department corresponds to that of the Seventh Grade in the best public schools. With its special advantages, however, the year's work done will cover part of the Eighth Grade. The student who completes the studies prescribed will be admitted to the Preparatory School without examination.

Time Schedule.

A. M.			
Devotional exercises	9:15-9:30	Dinner	11:45-1:45
First recitation	9:30-10:15	P. M.	
Second recitation	10:15-11:00	First recitation	1:45-2:30
Third recitation	11:00-11:45	Second recitation	2:30-3:15

COURSES OF INSTRUCTION.

First Semester.

1. **U. S. History.** From first of the book to the close of the War of Independence. Text, Montgomery's **Leading Facts of American History.** (5 periods.)
2. **Geography.** From pp. 74-102, with rapid review from the beginning. Text, Maury's **Manual,** (5 periods.)
3. **Reading.** Text, Longfellow's **Evangeline,** Irving's **Sketch Book,** and other selected American classics. (3 periods.)

4. **Spelling.** Selected lists, based largely on Reading texts. (3 periods.)

5. **Arithmetic.** From Percentage to Discount, with thorough review from first of book. Text, Ray's **New Practical Arithmetic**. Supplement, Wentworth. (5 periods.)

6. **Writing.** The students in this department will receive instruction in writing with the regular classes of the College of Business.

7. **Grammar.** From Etymology to complete syntax. Text, Harvey's **New School Grammar**. Supplements, Whitney and Lockwood, and Reed and Kellog. (5 periods.)

8. **Music.** An elementary class in Sight Singing will be organized, using Ripley and Tapper's **Natural Music Reader**. (1-2 period.)

9. **Nature Study.** Elementary Zoology, Text, Monteith. (1-2 period.)

Second Semester.

1. **U. S. History.** From the administration of Washington to the present day. Text, Montgomery's **Leading Facts** completed. The revised edition will be used, which includes the administration of Roosevelt. (5 periods.)

2. **Geography.** From p. 102 to the close of the book, including a special study of Oklahoma. Text, Maury's **Manual**. (5 periods.)

3. **Reading.** Scott's **Ivanhoe**, and other selected English classics. (3 periods.)

4. **Spelling.** Same as in first semester. (2 periods.)

5. **Arithmetic.** From Discount to close of book. Text, Ray's **New Practical Arithmetic**, with Wentworth as supplement. (5 periods.)

6. **Writing.** Same as in first semester.

7. **Grammar.** From complete Syntax to close of book. Text, Harvey's **New School Grammar**, Supple-

ments, Whitney and Lockwood, and Reed and Kellog.

(5 periods.)

8. **Music.** As in first semester. Text, Ripley and Tapper. (1-2 period.)

9. **Nature Study.** Elementary Botany. Text, Carter. (1-2 period.)

Note.—The periods of recitation are 45 minutes each

*College of
Business*

COLLEGE OF BUSINESS

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

B. F. BROWN, B. S. D., M. Acc'ts., Dean.

Book-keeping, Banking, Business Practice, Commercial Arithmetic and Rapid Calculations, Business Spelling, Correspondence, Penmanship Plain and Ornamental.

*

Teacher of Stenography and Typewriting.

SAMUEL H. HORNE, A. B.,
Commercial Law.

LORA WHEATON GARRISON,
Civil Govement.

The principal of this department in addition to his teaching will superintend the work of his assistants. We expect to make our College of Business thoroughly practical in every department.

Preparatory Course.

For the benefit of those who have been out of school for some time and need review, and for those who are deficient in such studies as Grammar, Arithmetic, Reading, etc., we give a preparatory course. If the student is really deficient it will require from four to six months earnest work before he will be able to take up the Business or Shorthand course, but if he is only "rusty," or deficient in one or two studies he may enter upon a Business or Shorthand course at once, and join these preparatory classes, and make up his deficiencies, and at no additional cost in tuition. This is one of the many ad-

* To be filled.

vantages the student has here that he cannot get at any regular business college. These preparatory classes are taught by our regular college teachers.

BUSINESS COURSE.

Bookkeeping.

Bookkeeping, Business Practice, Commercial Arithmetic, Penmanship, Typewriting, Business Spelling, Commercial Law, Business Correspondence, English Grammar, Civil Government, Office Customs.

Bookkeeping and Business Practice.

Our course in Bookkeeping is very practical and interesting from beginning to end. It is presented in such a way that the student "learns to do by doing." The work is given in sets representing the general lines of business. We begin with the first principles, namely, teaching the student how to systematically make records of all purchases, whether for cash or open account, on notes or otherwise; how to record all sales, whether on open account, notes or otherwise. The student is taught early in the course to write such classes of business papers as notes, drafts, checks, etc., and to properly record same. After the basis is laid we then give the first set which is on the general merchandising business.

Business Penmanship.

The Principal will teach this important subject. His reputation as a penman has been fully established in three states.

The three essentials of Penmanship are legibility, rapidity of execution, and beauty.

In order to secure these, position at the desk, movement—fore-arm, whole arm, and combined, will be practiced daily. Thorough instruction will be given by the use of the black-board, the exercises and copies being written in presence of the students. No time will be frittered away making useless curves, but every student will learn to write a bold, rapid, legible hand.

Business Correspondence.

Before entering upon this subject, the student should have a good knowledge of English Grammar. Throughout the entire course he has much need of correspondence; he is, however, taught the various parts of letters, arrangement, folding, inserting, addressing envelopes, how to enclose commercial papers. The student gets much practice in actually writing letters ordering goods, making remittances, and conducting in a general way all correspondence necessary to carry on the various lines of business for which he is bookkeeper while taking his course. His correspondence becomes a part of his work, and he is graded on it the same as on bookkeeping or other subjects.

System of Typewriting.

We teach both touch and sight typewriting, using the fingers, or scientific method, in either case. If the student owns his typewriter, or even knows what machine he will use, we require touch typewriting, but if he is uncertain what make of machine he will use after completing his course, then in that case, we recommend sight typewriting for a student, learning by touch cannot operate all machines with the same ease and advantage that the student learning by sight can operate, yet the touch method is much better for the student using just one make of machine.

A systematic course of lessons is given including many business letters, common business expressions, tabulating work, etc. Full explanations of the use and care of the typewriter are given and regular practice periods assigned each student. All work done by each student is filed daily, and at the end of terms bound into book form.

Business Spelling.

As the heading implies, we teach only business

spelling in this department, and this is given the department as a whole. Regular lessons are assigned with a certain number of words to be looked up daily in dictionary; these lessons are pronounced the following day while each pupil with pencil and tablet is writing the words; exchanges of papers are then made, papers graded, and grades called for. These grades are kept and from them daily reports are obtained. Spelling is the one thing on which almost every one gets "rusty," unless kept "rubbed up" by daily references to spellers and dictionaries.

Requirements for Graduation in the Business Course.

The work in Bookkeeping is entirely individual, and when the student has done the work outlined, and has made passing grade on final examination, his course is completed, providing, of course he has a passing grade on all the other studies in the course. The average grade required is 75 per cent.

Text Books.

Spencerian System of Penmanship, supplemented by the system of Prof. Brown Good-year's Modern Inductive Bookkeeping; Good-year's Bank Accounting; The Progressive Commercial Arithmetic by S. H. Good-year and W. H. Wigan; Marshall's Business English in connection with Business Correspondence; Business Spelling.

Amanuensis Course.

Shorthand, Typewriting Business Correspondence, Commercial Law, Legal Forms, Spelling, Civil Government, Penmanship, Office Customs, and English Grammar.

Shorthand.

The system of shorthand offered is a Pitmanic system, therefore standard. The principles are given from

the Dacus' Simplified Shorthand lesson sheets. After a thorough foundation in principles is laid we use the Universal Dictation Course by Ben Pitman for speed work. From these drills for speed the student actually writes letters from such classes of business as follows:

Wood and Coal business; Hay and Grain business; Building, loans and collecting business; Paper and printing business; Stone and Queensware business; Real Estate and Insurance business; Wholesale Grocery business;

General Merchandising business, etc., giving him actual practice in various lines of business so that when he has completed the course he has had actual experience.

Typewriting.

Every student taking either bookkeeping or shorthand should take typewriting. Standard typewriters are used and we offer both Touch and Sight Typewriting. The work is outlined from standard instructions and a systematic record of daily grades will be kept. Regular periods will be assigned to each student, and systematic work required. Monthly and term grades will be made from daily records.

Business Correspondence.

The student of stenography begins on correspondence just as soon as he is over the principles and starts to write simple letters. He is taught the various parts of letters, scaling on typewriter, and has practical correspondence each day until his graduation.

Commercial Law, Legal Forms, Spelling Civil Government, Penmanship, Office Customs and English Grammar, same as required for Business Course.

Requirement for Graduation in Amanuensis Course.

All subjects under Amanuensis Course must be completed in a satisfactory manner, and the student must be able to write from new matter 100 words per minute for

five consecutive minutes, read same back in five minutes, then translate same on typewriter at the rate of 25 words per minute.

Equipment. (1) For the Business Course.

Each student in this course has a desk with cash drawer, book racks, pigeon holes, paper files, penracks and waste basket,—in short, all necessary equipments of a business office.

(2) For the Amanuensis Course.

Each student in this course has a combination desk with a typewriter, copy holder, bookracks, pigeon-holes, waste basket, etc., precisely as he would have in a well regulated business office in actual business.

Time Required.

The time required to complete either of the courses depends more upon the advancement and natural aptness of the individual student at the time of entering, and the subsequent industry and faithfulness in performing the work, than upon anything else. The average time for the full course is about a full session of ten months. Some can do the work in five months.

We expect to qualify our students, for efficient work, thus creating a demand for their services, thus insuring desired positions.

*College of Music and
Schools of
Fine Arts*

COLLEGE OF MUSIC

FACULTY

ELY V. ZOLLARS, A. M., LL. D., President.

CARL M. DORSTER, B. M.

Dean, and Prof. of Piano, Theory and Harmony.

R. DYKSTERHUIS,

Violin and Piano.

KATHERINE HINDE ROBERTS,

Piano, Composition and Music History.

GRACE E. REYNOLDS,

Voice Culture and Ensemble Work

MRS. C. M. DORSTER,

Assistant in Piano and Voice.

.....*

Pipe Organ and Wind Instruments.

OUR PURPOSE.

We are planning to make the music college one of the strong schools in our University and we have exercised great caution in the selection of teachers.

Prof. Dyksterhuis has enjoyed especial advantages and is one of the best equipped musicians in our country. Mrs. Katherine Hinde Roberts has also made extensive preparation and has had large experience as a teacher, and as director. Prof. Dorster has enjoyed advantages of best German and French schools. Mrs. Dorster has had excellent training and has a voice of exceptional quality. Miss Reynolds is splendidly equipped and has a rich contralto voice.

* To be filled in the near future.

Manner of Teaching.

1. Students are taught individually, two half hour lessons per week. Those who desire to specialize in music can take lessons more frequently.

2. Class lessons are also given. This method answers a very excellent purpose especially for certain grades of work and lessens the cost of tuition to the student.

Practice.

Practice pianos will be provided in sufficient numbers to meet the needs of the departments. Our pianos will all be new and of the best grade for practice purposes. Students taking two lessons per week should practice at least two hours per day. Those who specialize in music can take as many practice hours as they may desire or as may be necessary. Students who take lessons on the violin will, of course, furnish their own instruments.

Pipe Organ.

We are planning to put a pipe organ in our auditorium which will be available for the use of our music college. This organ will be used in giving lessons and for practice purposes as well.

Piano Department.

I.

Table technic for hand formation, correct action of fingers, wrist and arm.

Elementary Exercises in five finger work, scale playing and running passages.

A Kraus—Erstes Notenbuch, op. 25; L. Koehler—Popular Melodies.

Easy Selections from Gurlitt, Kullak.

II.

Continue finger gymnastics, Major and Minor Scales.

Plaiky—Technical Exercises, Czerny—op. 139 and Octave Studies.

Koehler—Primary Studies, op. 50, Duvernoy—op. 176.

Etudes for expression and phrasing—Loeschhorn, Heller—op. 46-47.

Selections: Clementi—Sonatinas. Schumann—Album, op. 68.

Beethoven—Little Variations and easier compositions.

III.

Gymnastics and scales continued.

Czerny—op 299. School of Vilocity. Koehler, Krause, Raff, Heller.

Cramer—Bulow—Selected Studies.

Bach—Two Part Inventions.

Sonatas from Mozart, Haydn and Beethoven.

Compositions from Chopin and Mendelssohn.

IV.

Tausig—Daily Exercises.

Czerny—op. 740. Moscheles—op. 70. Kullak—Octave Studies.

Clementi—Lansig—Gradus ad Parnassum.

Chopin—Preludes and Studies.

Bach—Three Part Inventions; Preludes and Fugues.

Selections from Weber, Schumann, Chopin, Schubert's Impromptus.

Beethoven Sonatas. Bach Partita No. 5 G. Major.

Helpful, Study Compositions from Modern Composers.

VIOLIN DEPARTMENT.

R. Dyksterhuis.

I. Preparatory.—Manner of holding the violin and bow, easy exercise in bowing and fingering. Selections from Meerts and De Berlot Violin School, also Schrae-

dieck's Technical Studies. Sevcik's Schule der Violin Technik and the first two books of Kayser Op. 20. Major Scales (two octaves). Easy pieces in first and third positions. Special attention is given to acquiring a proper method of holding the bow and to the quality and breadth of tone.

II. **Intermediate.**—Schraedieck's Technical Studies and Sevcik's Schule der Violin; Technik Completed, Kayser Op. 20, Book III; Kreutzer Etudes; Major and Minor Scales and two octave Arpeggios. Solos by Bohm, Weinidoski; DeBeriot Dancla and others; Sonatas and the easier concertos of Viotti and DeBeriot and Kreutzer; also practice in ensemble.

III. **Advanced**—Etudes and Kreutzer, and Rode; Duets, Trios and Quartettes; Selected Solos; Sonatas and Concertos and Bach, Handel, Beethoven, Mendelssohn, Spöhr, Viotti, Rode, DeBeriot, Wieniawski, Greig and others.

VOICE DEPARTMENT.

In Voice Culture, no one method is strictly followed. The individual is carefully studied, individual needs sought out and the best suited method applied. Daily training in mechanical skill is insisted upon, not as the chief end, but as a very important means of making intelligent, musicianly singers.

I.

Primary tone and vowel work. Technical exercises for breath control, tone placing, sustained tones and true elgato. Elementary vocalises from Sieber, Concone, Voccai and others. Simple English and Italian Songs. Begin Sight-singing.

II.

Daily exercises for extension of voice, development of tone and flexibility. Study of embellishments and tone color. Vocalises in phrasing by Marchesi, Op. 3, Panofka, Op. 8. Technical exercises and Study of Ex-

pression selected from—Concone, Bonaldi, Lamperti and others.

Selections from English, German, French and Italian writers.

III.

Exercises for mechanical skill continued. Daily practice in Sight-singing.

Finishing exercises from the masterpieces of vocalization.

Study of interpretation. Study of the characteristic elements of national songs.

Selections from English and Italian opera and oratorio.

Department of Theory.

In order to graduation a certain amount of theory work is required. This includes instruction in sight playing for a period of one year at least. Ear training at least one semester, theory of music one year, history of music, one year, music composition one year, harmony two years.

Department of Wind Instruments.

We expect to arrange for the organization of a University band and instruction will be offered in brass and reed instruments. Open air concerts will be given frequently which will afford pleasing diversion to the student body and will also be of great benefit to the members of the band. Private lessons will also be given on cornet, clarinet, trombone, flute and other wind instruments.

Summer School in Music.

Arrangements will be made for a summer school of from one to two months after the close of the regular session and a course for the training of music teachers will be offered. A class in theory, harmony and composition will be provided. Private lessons on piano will

be given and courses in violin and voice will also be offered.

Kindergarten Course.

This course is very attractive and very profitable for small children and is attracting much attention in many places. The work will be so arranged that teachers who wish to prepare themselves for this line of work can take it up. Certificates will be given for the completion of this part of the course.

Certificates, Diplomas and Degrees.

In the violin and voice departments, diplomas will be granted to persons completing the prescribed course. In the piano department diplomas are given and the degree of B. Mus. for the completion of the prescribed work. In all courses a public graduation recital is required.

Ensemble Work.

Special attention will be paid to Ensemble Work. Sight singing, chorus work and class work in all departments will be taught.

Evangelistic Singing.

Special attention will be paid to the training of evangelistic singers and leaders in church music. We expect to make this a very prominent and valuable feature in the work of our college of music.

Recitals.

Music recitals will be given periodically in which the students of all departments of music will take part. The object of this work is to stimulate the students to put forth their best efforts, cultivating musical taste not only in the students in the music department but in the entire student body and to develop in the pupil that degree of confidence which is necessary to success.

SCHOOL OF ORATORY AND EX- PRESSION

FACULTY

S. A. MARONEY, B. S., B. O., Dean.

Professor of Oratory.

O. L. LYON, A. M., Ph. D.

Instructor in Public Speaking.

General Outline.

The instruction of the Department includes a course in Public Speaking and one in Interpretative Reading. The former consists of Debate, the writing and delivery of Formal Orations, Extemporaneous Speaking, and Study of the Masterpieces of Oratory. The latter includes Study of Classic Plays, Elocution and Methods in Reading for Prospective Teachers, and the Presentation of Selections. Each course requires a thorough grounding in the basic principles of expression and strong work in English, with special emphasis upon Literature.

The aim of the work is to make natural readers and speakers. The stress put upon fundamentals will displace artificiality and imitation. Established principles are to be applied to choice selections by the pupil. Originality and interest in the interpretation of thought and emotion can only be secured within the circle of the student's experience. It is the blunder of the ages that words as hollow symbols, or that the form of the sentence without its meaning can educate. Neither can they supply the prompting impulses for voice and gesture. Im-pression and Ex-pression are two essential phases of the educative process. The former precedes but should not preclude the latter. To take in and not give out, to be stimulated and not act, is like faith without works, dead. The powers of mind grow out of the different physical activities. The deaf and dumb and the feeble minded can be taught best through their muscles. A high

order of education has been secured without sight and hearing but there is no example of it without motive power or where the motor area of the brain is undeveloped. This fact gives new importance to such subjects of the curriculum as drawing, penmanship, singing, social occupations, and manual training. It also adds new value to literature when used as subject matter for expression, as language is a more perfect vehicle of thought and feeling than painting, sculpture, or architecture. Hence, the Courses in Oratory are based upon strong parallel work in English. The mechanical structure of language must be mastered, not before, but, better, along with the revelation of some of the classic elements of a selection, for structural analysis alone discloses these elements no better than a chemical analysis of tears would show their significance. The genuine impulses of literature must be gotten and allowed to dominate in all expression work. Responsiveness of voice and body is to be helped by exercises that strengthen the nerve centers of control.

Recitals.

Programs will be rendered from time to time by those of the Department who do acceptable work. The Literary and Debating Societies of the University afford excellent opportunities for practice in public speaking and reading. Various oratorical contests for prizes will be held during the session.

Diplomas.

Students who complete prescribed work in either course and correlated work, as shown by marks of standing and quarterly examinations, will receive a diploma of graduation and the degree of Bachelor of Oratory.

Work in Classes.

Each of the two courses can be taken in class or by individual lessons, the latter requiring special tuition. The principles of the subject are brought out in lectures and discussions. This prepares for, and is followed by,

practice exercises in the art of applying them to the various styles of discourse with criticism by teacher and class. All work will aim to lead the student to determine for himself the manner of delivery rather than to copy.

Elocution and Oratory.

Elocution is both a science and an art. As a science it investigates the laws of delivery which are as definite as the principles of Grammar. These principles are so taught that the student can take up literature and determine for himself the manner of delivery. Imitation is exchanged. Naturalness is the object sought after. As an art, Elocution seeks to bring out the divine principle of beauty in expression.

What is needed more in our schools and in our pulpits than good reading and effective delivery? Preachers and lawyers curtail their success by their uncultured voices and lack of grace in action.

COURSE.

First Year.

1. **Elocution.**—The aim of this course is (1) to require graceful control of the entire body, or the action side of expression; (2) to master voice culture. (3) to acquire facility in reading every style of discourse and every form of literature (4) to master the principles of effective expression.

Second Year.

2. **Argumentation.**—Nature, principles and practice of argumentation. Nature, kinds and tests of evidence. Brief drawing from noted debates. All debates from carefully prepared briefs. Classes divided into teams for debate. Oral and written work both required.

3. **Modern American Oratory.**—A mystery of the general principles of the fundamental kinds of oratory. Preparation and delivery of orations illustrating these kinds. Careful analyses of model orations in each kind of modern oratory

SCHOOL OF ART

HENRIETTE J. SIEGEL,

Art Theory, Practice, History.

Plan of Work.

The work in the School of Art is planned for those who desire art as a profession or an accomplishment, and for those who will apply drawing to their scientific work, or public school teaching. The time has come when drawing is recognized as a necessity for the successful study of botony, zoology, and sciences generally, and for teaching in public schools.

The special object is to cultivate the powers of observation and representation, of form and color, so that the student may lay a correct foundation for future work in art lines.

The regular course consists of work from life, nature, still life, and plaster casts in black and white and in colors, modeling in clay and casting in plaster designs and figures in low relief, the submitting of original sketches in the weekly composition class, and a course of reading in art history.

The purpose of this course is to give the student a broad, fundamental art training which will fit him for whatever specializing he may do in his later art work, To the student desiring to fit himself for illustrating, it will prove of special value.

Equipment.

The Art School has two beautiful, well-lighted and well ventilated rooms, one for work and one for display of work done. There is an atmosphere of beauty and refinement in the surroundings which is very conducive to true art-culture. The studio will be well provided with plaster casts, still-life models and reproductions of masterpieces for study. The country closely surrounding the campus is ideal for an out-door sketching class;

the most beautiful phases of nature are close at hand, inviting one's study.

Hours for Work.

The Art rooms will be open all day so that students can work whenever they have time to do so.

The school will meet five days a week for three hours in the afternoon. Instruction and criticisms are given for the time full three afternoons each week, students putting up for criticism studies made during the time when they worked alone. This plan is found to give students self-reliance and earnestness in their work such as they do not obtain when having help all the time, and it prepares them for the time when they must work alone.

All Art students will be given free tuition in the Art History class which meets one evening weekly. This class is very beneficial in creating an interest in all that pertains to art and in making one familiar with the best work of the old masters. For the coming year the "History of Christian Art" will be studied by means of lectures and assigned reading.

Decoration.—A course of instruction is offered in Leather Sculpture in high relief or surface work, Pen Work on China, China Painting, Pyrography and other decoration work. Also, original designing of Wall Paper, Carpets, Cloth, Book Covers, Magazines, Laces, Etc., and the study of ancient and modern Architecture.

Industrial Art and Normal Drawing Course.

(Purpose to fit teachers for public school drawing). Two periods each week.

Blackboard.—Action figures, Ambidexterous or two-handed drawing, Chalk Modeling, Mass Work in light and shade in objects and nature, Relief Maps, Illustrations, Japanese outline sketching.

Pencil.—Sketching from objects and nature in light and shade, Pencil Painting, Rapid Sketching and Animals,

Perspective, Working Drawings of Tools, Furniture, etc., and plans of Buildings.

Charcoal.—Plaster Casts, Life Pose, Animals.

Colors.—Objects, Nature, Original Designs and Illustrations, Conventionalization of Natural Forms, Application of Units of Design, Nature, Memory and Life Sketching, Public School three-color water color sets used.

Clay.—Objects, Fruit and Vegetables, Animals, Maps, Designs, Portraits in Low Relief, Plaster Casts, lessons in Plaster Casting.

Paper Cutting.—Figures, Objects, Poster Landscapes, Simple Designs.

Composition.—Simple outline sketches of Famous Pictures, Grouping Objects, Selecting Landscape Subjects, Making Original Illustrations, Criticism of Pictures. Text book, Prang Manual.

Art History.

All Art students are given free tuition in the Art History class which meets one evening weekly. This class is very beneficial in creating an interest in all that pertains to art and in making one familiar with the best.

Art Lectures.

Art lectures on history and theory will be provided for the students from time to time, and they may also have the benefit of special art lectures from time to time.

Exhibitions.

The best work of the students will be exhibited at least twice each semester, when visitors will be invited to inspect the work. At this time collective criticism of the students' work will be given, with recognition of good work by honorable mention.

Diploma of Graduation.

A diploma will be conferred upon students who have completed the full three years' course, which will com-

prise work from elementary drawing up to portrait painting. Students will be given full credit for work done in reputable art schools.

No student admitted for less than one term except on single lesson rates.

SCHOOL OF DOMESTIC SCIENCE.

Conducted by MRS. SARAH AMENT DODSON.

Purpose.

While many new fields of endeavor have been thrown open to women in the last few years, yet it must and will remain true, that woman's chief work will be that of "Home-maker." It is the purpose of this special school to give young ladies a practical knowledge of those domestic duties that pertain especially to the culinary department of the home. We believe the school owes it to the young lady student to give her instructions in those household duties that she will inevitably have to meet as she enters upon the real work of life.

PRACTICAL COURSES IN COOKERY.

Cook's Course:

Serving Course:

Invalid Cookery Course.

Chafing Dish Lectures.

The object of these courses is to familiarize the pupil with the most helpful, attractive and at the same time economic method of preparing and serving articles of food such as are found on a well appointed table. Special attention is given to aid the student in the purchasing of meats, vegetables, fruits, etc.

The Practical Lessons in Cookery comprise two terms of 18 weeks each. The lessons occur two a week in the first course and are two and one-half hours in length.

The Second and Third Courses occur once a week and are two and one-half hours each.

Cookery,—Course 1.

The first course in Cookery is based on a study of food principals. The principle work is designed to acquaint the student with all the fundamental processes of cookery and the most approved methods of serving.

Special instructions are given in the purchasing of foods, and every effort will be made to help the student in buying the best for the least money and making the most of it.

No entrance examination is required.

The Course comprises a study of the following subjects:

Beverages,	Simple Desserts.
Vegetables,	Cheese,
Cereals,	Meats,
Soups,	Boning of Fowl,
Eggs,	Bread,
Milk,	Cake,

Cookery,—Course II.

The Second Course in Cookery provides instruction and practice of an advanced character, and wider application of the principles studied in the first course.

The Course comprises a study of the following subjects:—

Pastry,	Salads,
Poultry,	Croquetes,
Boning of Fish.	Deserts,
Rolls,	Ices,
Biscuits,	Muffins,
Waffles,	Sauces,

Cookery,—Course III.

The Third Course in Cookery deals with a preparation of more elaborate and complicated dishes, teaching the correct method of serving. The student acquires skill in the handling of large quantities of food

and knowledge of correct combinations, and practice in the garnishing of dishes.

This Course includes:—

Game, en Casserole,	Larding,
Entrees,	Sauces,
Boning of Fish,	Sherberts,
Meats,	Pie Crust,
Frozen Deserts,	Puff Paste,
Beef, a la Mode.	Pan Cakes.

A Cook's Class.

A Special Class will be formed in Cookery for ladies of the City and vicinity and for those who desire to become cooks in private families. This comprises ten lessons. Each lesson is two and one-half hours duration. The work embraces plain and fancy cooking adapted to the needs of the ordinary family.

The class will meet at times to suit the convenience of the members.

Serving Course.

The Course includes the care of the Dining-room and Pantry,—care of silver, cutlery, the washing of dishes, the care of lamps, serving of Breakfast, Luncheon, Dinner and Invalids Tray, the Preparation of Fruit, Salads, Sandwiches and the use of the Chafing Dish.

Invalid Cookery.

Preparation of food suitable for the sick room. This Course is intended for professional nurses and other persons desirous of acquiring a practical knowledge of cookery adapted to the sick.

Chafing Dish Lecturers.

Course of six lessons. The class will furnish their own chafing dishes.

Home Economics.

In the Lectures on Home Economics, all conditions

of the home, its care and management are studied. Sanitation, ventilation, Laundry Work, Household Accounts, Marketing and Menu Making are included.

The fireless cook stove is used in all of these courses.

Building and Furnishing of the Kitchen.

A Special Course will be given on this subject, including all things necessary for the kitchen, its location, sanitation, etc.

Best of charts and drawings are used in all of these courses.

GENERAL INFORMATION.

1.—Examinations.

All students are required to take the examinations that come during the last week of each semester, and those who get 75 p.c. as an average for the term's work, including the examination, will be passed. Those who fall below passing grade may take a second examination after sufficient interval to give the student time for needed preparation.

2.—Entering or Leaving Classes.

While large liberty is allowed to students in the selection of studies, yet the classification committee must pass upon the studies selected before the student enters classes. When once the student has enrolled in any class he is not permitted to drop out without the consent of the President and teacher in charge.

3.—Amount of Work.

Sixteen recitation hours per week give the average student sufficient work. But three or four additional hours may be taken by strong students who have had good preparation. Not more than twenty hours can be taken without the consent of the classification committee and then only on condition that the additional hours be dropped in case the work is not satisfactory to the professors. Students desiring to take less than fifteen hours must also get the consent of the classification committee.

Students taking work in the special colleges and schools will be required to regulate the amount of their literary work by the amount of special work taken.

4.—Private Examination.

Students who may, for any reason, fail to complete the work of a term in any study, may secure a private examination in such study, provided the teacher in charge is willing to give it. A fee sufficient to compensate the teacher for his extra trouble must be paid.

5.—Advanced Standing.

Students who wish to take advanced standing may do so by presenting satisfactory grades or statements from High Schools and higher institutions of learning of good standing. When such grades or statements are not available the student may receive entrance examinations.

6.—Credits Needed for Classification.

For Freshman ranking, 150 preparatory credits.

For Sophomore ranking 32 additional College credits

For Junior ranking 32 additional credits.

For Senior ranking 32 additional credits.

For Graduation 150 preparatory and 138 College credits.

Persons short on credits may enroll as follows:

As Freshmen short 4 credits; as sophomores short 3 credits; as Junior, short 2 credits; as Seniors' short one credit. In all cases the lacking credits must be made up.

7.—Recitation and Study Hours.

Standard Time.

Day Hours—From 8 a. m. to 11:30 a. m. and from 1 p. m. to 3:30 p. m.

Night Study Hours—Begin at 7:30 p. m. and con-

tinue until the student retires for the night.

Students are not permitted to engage in sport or to congregate in each others' rooms during recitation or study hours. All games upon the athletic field are prohibited till after 3 p. m., and on Sunday.

Terms of Admission.

Students coming from other institutions are expected to present evidence of honorable dismissal.

Diplomas granted by the best high schools are supposed to cover the work of the Preparatory School and entitle the student to Freshman ranking.

Students must complete the work of the term or make arrangements that are satisfactory to the professors before taking up the work of a subsequent term.

8.—Chapel Attendance.

Students are expected to attend chapel. The time spent in chapel is of great value and the earnest student will feel that he can not afford to miss the advantage to be gained. Irregularity in chapel attendance will be indicated on reports sent home to parents. Unexcused chapel absence will affect the standing of the student with the faculty.

9.—Regularity in Attendance.

Students should make it the rule of their school life to be very regular in attendance at recitations and all the required exercises of the school. Irregularity makes satisfactory progress impossible. The missing of even a very few recitations detracts seriously from the students standing. Students should be prompt and regular in attendance because they owe it to themselves, their fellow students and their Professors and because they will thereby form a habit that will bless them throughout life.

10.—Library and Reading Room.

All students, including those of the Preparatory

school will find it necessary to use the library more or less. Department libraries will be provided and the Professors of the various schools and colleges will send their students to the library for a part of their preparation for class and for special investigation from time to time. In connection with the library there will be a reading room, supplied with the leading magazines and dailies which students can use whenever they have spare moments. A fee of \$3.00 per semester will be charged to all students for the use of library and periodicals.

11.—Diplomas.

The graduates of any of the colleges and schools receive the University diploma upon the payment of the prescribed diploma fee.

Special diplomas or certificates are granted to those completing regularly formulated shorter courses.

Those completing the work of the Preparatory School receive a diploma which is equivalent to that granted by the best High Schools.

12.—Conditions of Admission.

(1) The required tuition fee must be paid.

(2) A course of study must be selected, with advice and consent of the faculty, sufficient for constant and vigorous work.

(3) Non-resident girls will room in the Young Ladies' Home, under the immediate oversight of the teachers and matrons. They may nowever, by special permission, room with relatives or in private homes, for purposes of self-board. Special music pupils who will need to use a piano a large part of the day will also be permitted to room out. If the girls' home will not accommodate all of the young ladies special arrangements will be made for rooms in private families where several can room together accompanied by lady teachers.

(4) Young men will be permitted to select their own rooming places, subject to the approval of the faculty.

13.—Literary Societies.

There is no work more valuable to the student than that of the literary society. There will be organized in the University a number of societies affording opportunity, for the application of the knowledge gained from text-books and for the development of the creative powers of the student. These societies will be in close touch with the Professors in Oratory, their work constituting a part of the work of the school of Oratory and Expression. Several commodious society halls will be provided in the main building.

14.—Religious Advantages.

(1) The Churches of End.

End is well supplied with churches. Nearly all of the leading Christian bodies are represented. Students are expected to attend church regularly and they are urged to attend Sunday school because of the large amount of valuable information to be gained.

(2) Student Volunteer Band.

We believe that the University should inculcate the Missionary Spirit. We hope to have a large number of young men and women who will prepare themselves for service on the home and foreign field. We shall encourage the formation of a "Student Volunteer Band."

(3) Christian Associations.

We place a high estimate on the work of the Y. M. C. A. and Y. W. C. A., and we hope that strong organizations will be formed in the very beginning of our University life. This work is undenominational in character. Its object is to promote spiritual growth and earnest consistent Christian life. The Bible class work is especially valuable.

(4) Ministerial Association.

We shall expect to see a ministerial association formed, composed of students preparing for the ministry. Much can be accomplished by discussing themes

related to church work, delivering sermons and writing papers on practical church problems.

15.—Athletics.

Believing that physical exercise is essential to mental development and that healthful sports tend to increase college loyalty, the teachers of the University at all times will encourage the student to participate in college sports and exercises for the purpose of building up the physical man. The young women will have daily exercise. The young men will doubtless organize an athletic association.

We hope in the near future to erect and equip a good gymnasium and our large and beautiful campus offers excellent opportunities for out door sports.

EXPENSES.

Tuition board and room rent are payable by the semester in advance or by the month in advance at a slightly advanced price. When bills are deferred more than 30 days, 5 per cent extra will be charged, if deferred more than 60 days 10 per cent extra will be charged.

When bills are left unpaid at the end of a semester enrollment for a subsequent term will not be allowed unless satisfactory financial arrangements are made.

There are about nineteen school weeks in the semester.

Library and reading room fee to be paid by all students except those in the special entrance department, per semester	\$3.00
Registration fee to be paid by all students per semester	\$1.00

Special Entrance Department.

Tuition per semester \$15.00, per month	\$4.00
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Preparatory Department.

Tuition per semester, \$20.00, per month,	\$5.00
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College of Liberal Arts.

Tuition per semester \$25.00, per month	\$6.00
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Laboratory Fees.

Chemistry, \$3.00, Zoology, \$2.00, Botany \$2.00, Psychology, \$2.00.

College of the Bible.

Special fee per semester in lieu of tuition \$5.00

Teacher's College.

Tuition same as in College of Liberal Arts.

Students enrolled in Preparatory school or college of Liberal Arts may take work in college of Teachers without extra charge for tuition.

College of Business

Tuition, per semester, \$25.00, per month,\$6.00

Use of typewriter, two hours per day, per semester, \$6.00, per month, \$1.50

Tuition in Bookkeeping, shorthand and typewriting to students in other departments each, per semester, \$5.00, per month \$1.50

College of Music.

Individual lessons two half hours per week.

Piano, advanced, per semester, \$30.00, per month \$7.00

Piano, beginning, per semester, \$25.00, per month \$6.00

Violin, per semester, \$30.00, per month \$7.00

Voice, per semester, \$30.00, per month,\$7.00

Sight singing, per semester, \$3.00, per month\$1.00

One dollar per month extra is charged for lessons under the Dean of the College.

Class Lessons.

Piano and Harmony, per semester, \$12.00, per month, \$3.00

Tuition in wind or string instruments at moderate prices depending upon the instrument.

Piano Rent.

Use of piano for each hour per semester, \$5.00

per month,	\$1.25
Exclusive use of piano, per semester, \$30.00, per month	\$7.00

School of Oratory.

Private lessons, two half hours per week, per semester, \$25.00, per month	\$6.00
Class lessons, two hours per week, per semester, \$10.00, per month	\$2.50
Special Reading Class, ten or more members, three hours per week, per semester, \$5.00, per month	\$1.25

School of Art.

Tuition in all branches, per semester \$25.00 per month,	\$6.00
Three in class, per semester \$10.00, per month ..	\$2.50
Two in class, per semester, \$12.00 per month,	\$3.00
Drawing classes, 3 hours per week, per semester \$5.00, per month,	\$1.25
Preparatory Drawing Classes 1 hour per week free to all students in Prep. Department.	

Domestic Science.

General class, two lessons per week, per semester, \$20.00	
Special Cook's Class, (ten lessons)	7.00
Serving Course, (eight lessons)	6.00
Invalid Course (twenty lessons)	12.00
Chafing Dish Course, (six lessons)	5.00
Home Economics (ten lectures one hr. each,	5.00
Building and furnishing kitchen, (ten lessons, one hour each)	5.00

The last two courses free to those taking regular or special courses and paying \$10 or more tuition.

Short courses of from ten to twenty lessons may be arranged for in classes at 75 cents per lesson.

Private lessons, each, \$1.00

Special private courses may be arranged for at reasonable rates.

Diploma Fees.

Graduates in College of Arts and Sciences	\$10.00
Graduates in Special Departments	5.00
Graduates in Preparatory Department	2.00

Reductions.

Students paying full tuition in the Special Colleges and Schools, Music, Business, Art or Oratory may take studies in the College of Liberal Art at \$5.00 each per semester, per month \$1.25.

Students taking full work in two of the Special schools of Music, Art or Oratory will receive 10 per cent. discount on tuition. Full work in three Special schools 20 per cent. discount.

Two or more students from same family, rooming and boarding in the University Dormitories will receive 10 per cent. reduction on tuition.

Students taking double work in one of the special schools of Music, Art or Oratory will receive 10 per cent. discount.

Boarding Department.

Rent of room in Ladies Hall, per semester, \$25.00,
per month, \$6.00

Rent of room in Young Men's dormitories, per
semester, \$20.00, per month \$5.00

One person may occupy a room alone whenever there are rooms to spare by paying one half more room rent.

Table board in Ladies Hall, per semester, \$50.00,
per month \$12.00

Table board for gentlemen in clubs at actual cost. Gentlemen may take their meals in Ladies' Hall.

Special Notice.

Students who have paid board and tuition for the semester in advance, who leave school for any cause.

will be charged at the monthly rate up to the close of the week they leave and the balance paid will be refunded.

Things to be Furnished by Students.

Students will be required to furnish their own sheets, pillow cases, blankets, and one thick comfort, also towels and napkins. These, as well as all articles of clothing, should be plainly marked with indelible ink.

Extra Expenses.

Students must pay for their laundry, books, and school room stationery.

Caution to Parents.

Do not supply your children with more money than is needed. Inexperienced boys and girls are very poor judges of the amount of money they ought to spend and some fritter away considerable sums in worse than needless ways. The less money student have to spend, the better off they are at school.

SUNDRY MATTERS OF INTEREST.

1.—Industrial Department.

Object.—The primary object of this department is to open the door of opportunity to a deserving class of young people who have been hitherto deprived of the privilege of education by lack of funds, and incidentally to give them training in skilled labor.

There is no more desirable class of students than the young men and women who are ambitious, for an education and who have to depend upon themselves to secure it. They go to school not because they are sent, but because it is their desire to do so, and they know the value of time. It will be the policy of Oklahoma Christian University to assist in every way possible this worthy class of young people. We are glad to announce the following possibilities open to self-supporting students:

(1) The University Farm.

Our Board has secured 160 acres of excellent farming land, a short distance east of the college campus. The dairy and poultry industries, and fruit and vegetable farming will be carried on. A limited number of students will be given a chance to work one or more hours per day, at a modest remuneration. We believe that by working two or three hours per day a considerable part of the necessary expenses may be borne.

Students who are compelled to work will be given the preference.

(2) Other Forms of Work.

We will try to throw as much work into the hands of the students as possible. Some forms of janitor work can be placed in their hands, monitor service and dining room work can also be done by students to some extent, and no doubt in a prosperous city like Enid, some forms of work can be found that students can profitably do.

(3) A Benevolent Enterprise.

This educational enterprise is in no sense a money-making scheme. It is benevolent and philanthropic in the fullest sense. To this end expenses will be kept to the lowest possible point. Until the school is endowed tuition fees in all the schools and colleges except the Bible College must necessarily be charged, but they will be made as low as is consistent with good service.

(4) Club Board.

Opportunities for club board will be provided so that students who are compelled to economize rigidly can board at actual cost. We believe the cost of board in clubs will range from a dollar and a half to a dollar and seventy-five cents per week.

(5) Pay Allowed for Work in Industrial Department.

The pay of working students must be applied on college bills. In amount it will be as large as circumstances will warrant. Generally speaking from ten to

twelve cents per hour may be counted on. Fifteen hours per week ought to pay board. Six to eight extra hours would pay room rent.

(6) Tenure of Position.

It will be the policy to continue the same persons in the work from year to year. This enables a student to lay out a course and pursue it with confidence as long as good and faithful work is done.

All persons desiring employment should write to the Registrar of the University for a blank form for making application for work.

2.—Discipline.

The discipline proceeds upon the assumption that we are dealing with gentlemen and ladies who are actuated by high motives and lofty ideals. We do not treat students as children, but rather as young men and women who are responsible, in large measure, for their own conduct. We do not burden them with many rules, but expect each one to be a law unto himself, because he has arrived at that age when he is governed on the high ground of principle. The few regulations that we have are intended chiefly as reminders of matters of propriety, that grow out of our community life as a University, that might otherwise be overlooked, even by well meaning students.

We shall always try to exercise due care over the habits and morals of students, but we shall expect our success to lie rather in our co-operation with the student than in the exercise of arbitrary control over him. Students in all the colleges and schools of the University are under the same general regulations.

3.—Morals.

It is not an uncommon thing for a student to retrograde morally while he advances intellectually. We will make it our business to care for the character of students as well as for their instruction in a literary way.

We will aim to guard the morals of students by wholesome advice, wise counsel, and by throwing around them proper restraints.

4.—The Aristocracy of Merit.

In the University the rich and poor should meet together on a common level. Character and conduct, not clothes and money should determine the students standing. The Industrial student should hold as high a place in the regard of his fellow students as the student who is lifted above the necessity of physical labor while in college. It will be our aim to discourage the class spirit and make the University truly cosmopolitan in its social temper.

5.—A Word to Teachers.

Teachers. All teachers are required to report at the University at least one day before the opening of the term, so that they may be ready to welcome the new students that arrive and in a position to consult with students concerning their class work. During the first few days of each term all teachers are expected to be in their class rooms during the entire day so as to be readily accessible to students. It is furthermore required that all teachers remain until the last day of each term, and to hold the students in their work until the close. If some classes close the work before others it has a tendency to demoralize the school.

6.—A Word to Parents.

Often times parents at the solicitation of their children make requests of us that are very detrimental to the students' progress and standing.

(1) Students often ask parents to allow them to visit other students and to visit other cities to hear lecturers and attend entertainments of various sorts. This is very detrimental to the student's progress. We hope parents will be very cautious about giving their children permission to leave the school while work is in progress.

(2) Parents should see to it that their children are present on the first day of each term so they may be regularly enrolled and enter class work when it starts. When they come in several days late they work at a disadvantage and are thus often discouraged. Students should also be required to remain until the last day of school and when they write to their parents asking permission to come home two or three days or may be a week before the term closes this request should not be granted. The last week of the term is very valuable. It is examination week and serves to clinch the work of the term. We will not allow students to leave before the close of the term except under pressing circumstances, and we ask parents not to make such requests of us when it can be avoided. Whenever students miss the final examinations they forfeit their grades.

ENDOWMENT AND OTHER FINANCIAL ASSISTANCE.

1.—Endowment a Necessity.

There is no institution of higher learning that can run permanently and successfully without endowment. Normal schools or schools that appeal to a very large constituency and offer but a limited range of study can be supported on tuition. But for a college or university to be thus supported is manifestly impossible. The character and size of the faculty required, the costly equipment necessary, and the wide field of elective study that must be offered in this day make the expenses so great that they can not be met by tuition fees without lifting education out of the reach of four-fifths of the young people of our country. An endowment or its equivalent in some form must consequently be provided.

2. Endowment for Oklahoma Christian University.

The Board is fully alive to the fact just stated, and the brotherhood of Oklahoma and adjoining States doubtless understand the obligation that rests upon them in the line of endowment. This work will be undertaken

just as soon as the necessary buildings can be erected and equipped, and it will be pushed vigorously until the necessary endowment shall have been secured.

It has been suggested that we set before us the task of raising two hundred thousand dollars as an endowment, by October, 1909, when our centennial as a people will be celebrated in Pittsburg, Pa.

3.—An Emergency Measure.

As a temporary expedient we will undertake to raise what may be termed a temporary endowment. That is, churches and individuals will be asked to make pledges for the work running through a period of five years. Twelve thousand dollars per year raised in this way would be equivalent of two hundred thousand dollars of invested funds. It will be a light task for the churches of Oklahoma and adjoining States to give this amount of money, provide the necessary equipment, and pay for the industrial farm and improve it so as to accomplish the purpose for which it has been purchased. All this ought to be done within the next year; that is, the necessary amount of pledges running through five years ought to be secured. Then we will be ready to face the question of the endowment.

4.—Great Opportunities.

We invite the attention of any friend of education, who would like to see high grade work done in Oklahoma Christian University, to the opportunity offered of doing a most valuable thing for hundreds of worthy young people, by making a liberal donation to the library fund of the school. It is hard to see how a few thousand dollars could be invested to better advantage. Why will not some person take the library for his special work, put in two or three thousand volumes to begin with, allowing us to select the books in such a way as to meet the wants of the various departments, and then add to this year by year a few hundred dollars worth of books

until a great library shall be built up? Why will not some church take up this work as its speciality? We will gladly name the library for the person or the church who will undertake this work.

Another opportunity lies in the line of laboratories and philosophical apparatus. Will not some friend of scientific or philosophical study equip one or more of these laboratories?

5.—What You Can Do.

Do you ask what you can do in a financial way to help this great work?

Perhaps the following enumeration may suggest the answer. You can do one or more of the following things:

1. Give a sum large or small for permanent endowment.

2. Adopt the library as your special work.

3. Establish one or more of the laboratories.

4. Build one or more of the college dormitories.

5. Adopt the college farm as your special line of benevolence.

6. Be one of fifty persons to give \$100 per year for five years to equip and support the school.

7. Be one of a large number to give in sums ranging from \$5 to \$50 per year for five years.

8. Encourage your church to make an annual subscription to the work.

9. Urge your church to observe educational day every year: Preach a sermon on education.

10. Send your children to the school.

1. Occasionally visit the school and kindle your enthusiasm by seeing the great work in progress.

12. Distribute the literature that may be sent to you from time to time.

13. Send in lists of names of prospective students.

14. Use your influence to induce the young people of your acquaintance to attend the school.

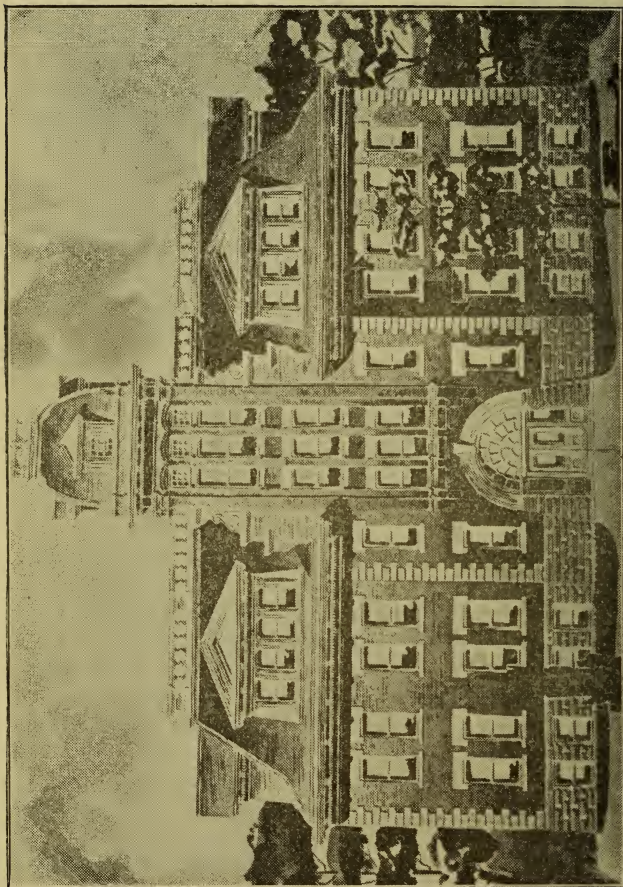
15. Speak good words for the school and pray

earnestly and continually for God's blessing upon it.

Do not let a year go by without doing something for this great work.

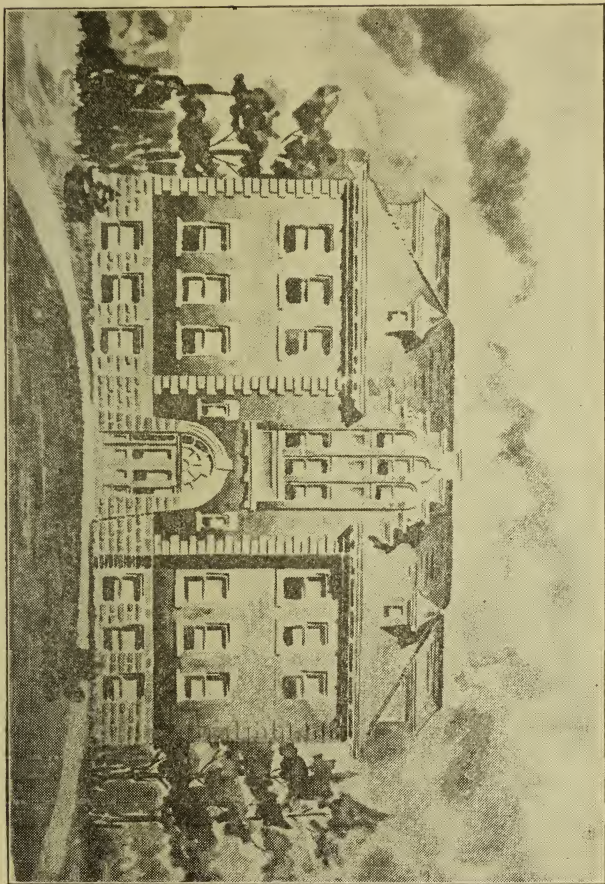
PRAYER.

"May the beauty of the Lord our God be upon us, and establish thou the work of our hands upon us: Yea the work of our hands establish thou it.'"

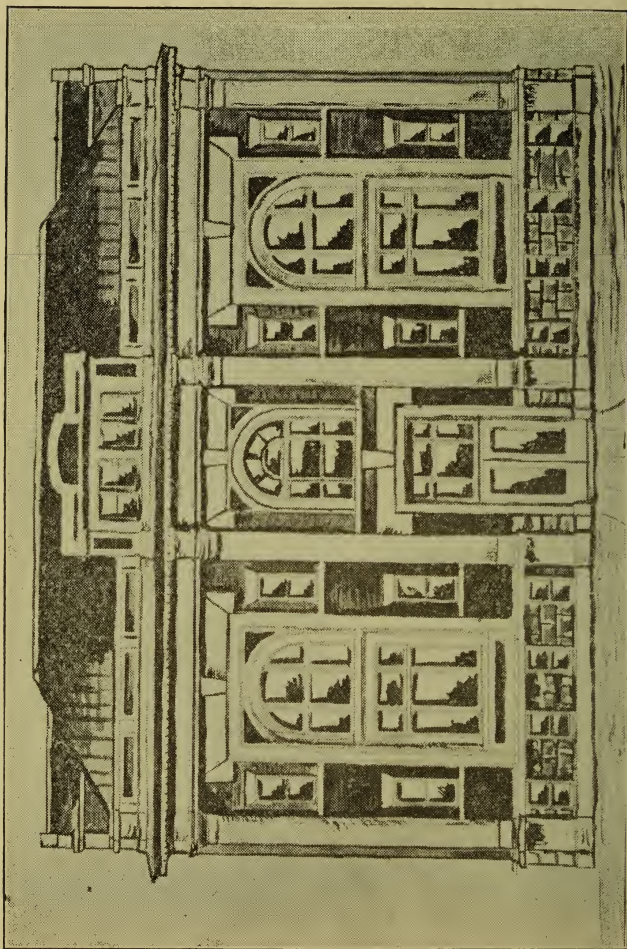


MAIN BUILDING

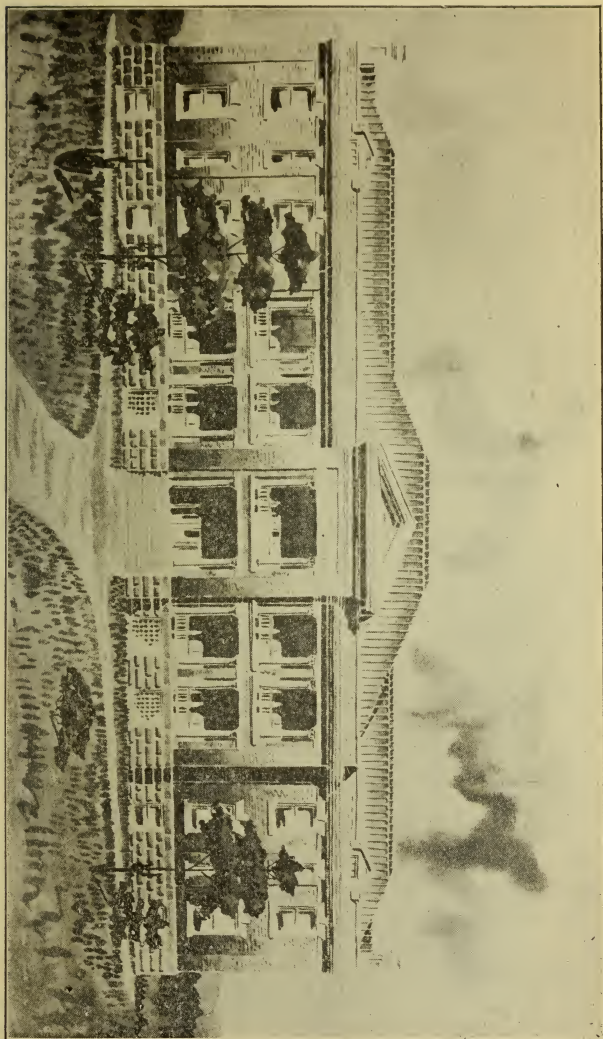
For description see page 21



FINE ARTS' BUILDING (Music, Art, Oratory)
For description see page 22

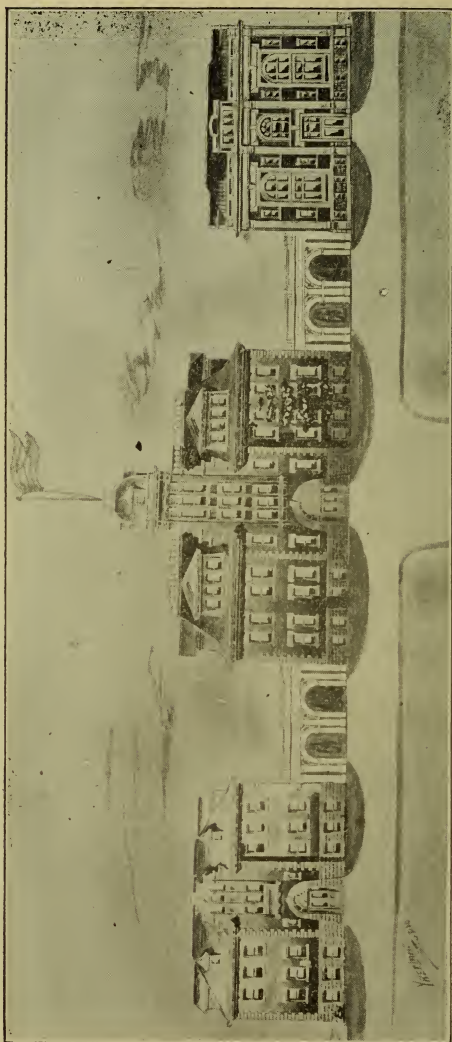


BUSINESS COLLEGE AND PREPARATORY DEP. BUILDING
(To be erected in the near future) For description see page 22



LADIE'S HALL

For description see page 23

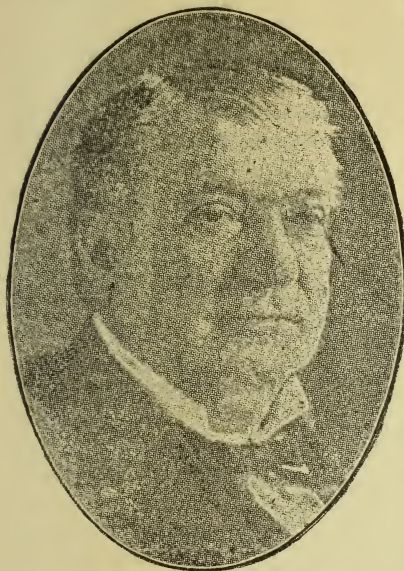


Showing Relative Position of Main Building, Fine Arts Building
and Business College Building

HON. T. W. PHILLIPPS,

A Special Benefactor of O. C. U.

The subject of this article is too well known to need a lengthy sketch in this connection. He has long been



prominent in the affairs of both church and state. He served several terms in congress representing a district in Pennsylvania and introduced the bill providing for the United States Industrial commission and the law creating the Bureau of Corporations in the Department of Commerce and Labor. To him are due the efforts our government is making to right the wrongs our people have suffered

through the unjust discriminations and wrongful practices of railroads and other corporations. He has been prominent in educational work having been a trustee of at least two colleges. He has been a liberal giver to schools and colleges, many of the leading institutions of the Christian church having enjoyed the benefits of his donations. He has also been a liberal supporter of Christian Missions and other forms of Christian work. The Young Women's Christian Association has been especially fostered by his generous gifts.

Had it not been for his liberality at a critical moment, it is altogether probable that the movement for the establishment of Oklahoma Christian University would not have been undertaken at this time. He is at present providing for the salary of the President of the Institution.

He has lately written a work entitled: "The Church of Christ by a Layman" which has been published by Funk Wagnales & Co., and is attracting much attention from prominent religious workers throughout the world. Already the work has passed through several editions. Oklahoma Christian University is fortunate in having such a friend.

**ELY VAUGHAN ZOLLARS, A. M., LL. D.,
President.**



President Zollars entered Bethany College in the fall of 1871 and was graduated in 1875 in a class of seventeen. He was immediately called to take the adjunct professorship of ancient languages in his Alma Mater. At the end of two years he resigned his professorship and took the presidency of Kentucky Classical and Business College, located at North Middletown,

Ky. He filled this position for seven years. Resigning this work, he accepted the presidency of Garrard Female

College, at Lancaster, Ky., but at the end of one year he accepted a call to the pastorate of the church at Springfield, Ill. After three years of service he resigned his pastorate to accept the presidency of Hiram College, which was tendered him early in 1888. He entered upon his duties in the summer of that year and gave himself unreservedly to that work for fourteen years.

In 1902, he was called to the presidency of Texas Christian University. To the upbuilding of this institution he devoted his energies for four years, and during this time extensive improvements were made, and the attendance greatly increased.

He has had a long and successful experience as president of educational institutions.

His teaching has been chiefly confined to Biblical and philosophical subjects. He is the author of several widely read volumes, entitled: "The Great Salvation," "The Holy Book and the Sacred Day," "Bible Geography," and "Hebrew Prophecy." Two additional volumes will be published soon. Several series of his Bible lectures have been published in pamphlet form. As a teacher of preachers, and as a platform man he occupies a commanding position among the Disciples of Christ.

Pres. Zollars is preeminently a young peoples' man. His students are devoted to him, and he to them. Under his splendid leadership the best that is in them is developed.

His election to the presidency of Oklahoma Christian University was, regarded by the Board of Trustees as a guarantee of success for the new enterprise. His friends believe that he has before him the greatest work of his life. He believes in Christian education, and sees in the new University possibilities commensurate with those of the new Southwest.

FRANK H. MARSHALL, A. M., Ph.D.

Professor of Biblical Languages and Literature.

Prof. Marshall entered the Freshman year at But-

ler University in 1884, and spent six years as a student



in that institution. During this time he completed the full scientific and classical courses, and a three years' Bible course. For this work he received the degrees B. S., in '88, A. B., in '90, and A. M. in '91. His Bible work was under H. W. Everest, A. R. Benton and others. He thus laid well the foundations of broad, accurate scholarship. Since then he has received from Texas Christian University the degree of Ph.D., and has studied at the University of Chicago. For five years he was professor of Biblical lan-

guages and Literature in Northwestern Christian College, Excelsior, Minn.

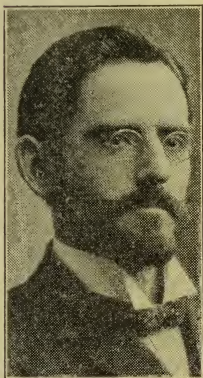
Mr. Marshall taught for seven years in Texas Christian University as Professor of Biblical Languages and Literature. He built up one of the largest departments of New Testament Greek in the brotherhood.

He spent two years as a missionary in Japan, giving his time chiefly to the training of natives for the ministry. Last year he was appointed by the Foreign Christian Missionary society to establish a Bible College in Christiansa, Norway. He accepted the position but was prevented from carrying out his plans by illness. The Missionary Intelligencer said concerning him: "He is one of the best equipped men ever appointed by the Foreign Society. While he has proven himself to be a successful preacher his heart is set upon teaching the Bible and other subjects directly helpful to young men in their preparation for the ministry. Dr. Marshall is a close student, self-exacting in his preparation for class work. He is scholarly and versatile in his attainments, fluent as a speaker and a ready writer. He has had thirteen years of experience as a college teacher.

O. L. LYONS, A. M., Ph.D.

Professor of English Language and Literature and Instructor in Oratory.

Prof. Lyon is a native of Indiana. Not having high school advantages he prepared for college at the North-



ern Indiana Normal school at Terre Haute. He graduated at DePauw University in 1894, degree Ph.D. In '95 he received the degree of A. M., pro meritis from De Pauw, and Ph. D. from Boston University in '96. He graduated in 1900 at the State Normal school, Normal, Ill., where he took special training work under the noted educator, Dr. Arnold Tompkins.

He has held the following positions: Chair of Natural Sciences, Greencastle, Ind., High school, four years; Chair of English Literature and History, Steelville, Mo., Normal School, four years; Chair of Sociology and Economics, and assistant in English, Illinois Wesleyan University, Bloomington, Ill., four years.

He has lectured and preached for several years in connection with his teaching and has been a frequent contributor to educational journals. He has also done some work as an author. At various times he has been an instructor in Institutes in Indiana, Missouri Tennessee and Michigan.

It will be seen that Prof. Lyon is a man splendidly equipped for his work and in the field of English he is an enthusiast. To use his own expression, the study of English has been made to appear to him "as something almost Divine."

TILMON L. NOBLITT.**Prof. of Natural Sciences.**

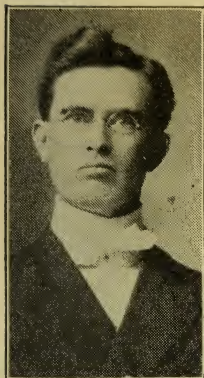
Dr. Noblitt was born and raised in the state of Missouri. He attended the public schools, worked by the day and month until he was 16 years of age, when he moved with his parents to Kirksville, Mo., at which place he was graduated from the High School in the Spring of 1891. Since the latter date he has graduated from a number of institutions in different states, receiving the degree of M. S., A. B., A. M., M. D., has had experience as teacher in public schools, instructor in Academy, principal of Academy, instructor, professor and director in Medical College, and professor in State Normal school.



From the age of 20 he has also had almost continuous experience as lecturer and minister of the Gospel. His father being a physician before him, and having become an authorized medical man by passing state examination a year before his first graduation in medicine, he has had several years of actual experience in the practice of medicine and surgery, along with his other numerous duties. The more recent school positions held by Dr. Noblitt were: Four years in medical school, Kansas City, Mo., and more than two years as Professor of Biology in the Southwestern State Normal School of Oklahoma. This latter position he resigned to accept his present place in the Oklahoma Christian University.

S. H. HORNE, A. B.,**Professor of History and Political Science.**

Prof. S. H. Horne received his A. B. degree from the National Normal University, Lebanon, Ohio, and after



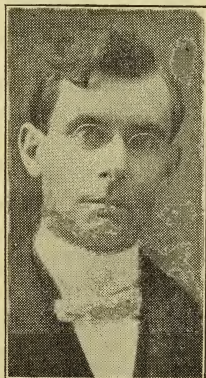
several terms of successful teaching he spent a year in the University of Texas as a further preparation for his chosen profession. He has since done effective work in the same university in four summer terms.

After having been identified for several years with some of the best public and private schools of the state of Texas, he was chosen a member of the faculty of Texas Christian University, Waco, Texas, assuming his duties in that institution September, 1905, but resigning at the close of two years of successful work. Soon after he accepted the Chair of History and Political Science in Oklahoma Christian University.

A. L. REITER, A. B.

Professor of Mathematics.

A. L. Reiter was born March 26, 1874, on a farm near Bluffton, O., of German and Scotch-English parents, was a frail child, cradled in poverty, attending a country school in winter and working on a farm in summer. Being licensed to teach at 17, he taught school in winter and attended college in the summers; For two years was principal of Mt. Cory, Ohio, High school. Graduating from the Tri-State College, Argola, Ind., in 1899, he became professor of English and Latin in S. Ill., Christian College in '99. In 1904 he entered Hiram College to take his senior year from which he graduated in '05, having taken

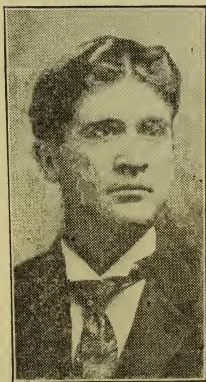


all his elective studies in mathematics. Professor Reiter is pre-eminently a teacher, and a lover of Mathematics, concerning whom the president of the school board employing him for seven years said: "Nothing succeeds like success," this can be truly said of Mr. Reiter as a teacher."

ROLLA G. SEARS, A. M., B. D.,

Professor of Old Testament Languages and Literature.

Professor Sears, who has been called to be Professor of Semitic Languages and Old Testament Literature is now Professor of Old Testament Languages and Literature at Christian University, Canton, Mo. At the time he was called there he was just closing up his three years required residence work in the University of Wisconsin, for the Ph. D., degree. Prof. Sears has made a specialty of the Semitic Languages. He can teach Hebrew, Arabic, Assyrian, Syriac and Aramaic. While at the University of Wisconsin, he entered into a competitive examination for the Hebrew prize scholarship. He defeated all competitors and won



the scholarship. He was so successful in his first years work that the scholarship was renewed to him the second year and he was made an assistant in Hebrew and in Semitic History. He has also attended the University of Chicago four different years. His first work in Hebrew was under Pres. William R. Harper. His undergraduate work was done at Christian University and the University of Wisconsin.

AARON PRINCE ATEN, A. M., L.L. D.

Principal of the Preparatory School.

Aaron Prince Aten was born in the State of Ohio, and

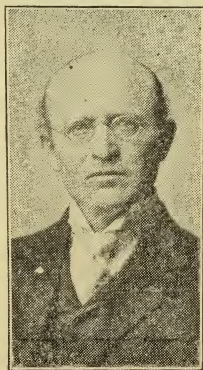
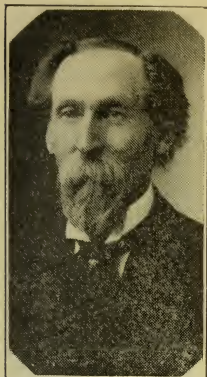
was educated in Abingdon College, Ill., where he graduated with the first honors of his class in the full classical course, receiving the degree of A. B. A few years later he received from his Alma Mater the degree of A. M. He has had a busy life, having been president and professor in several institutions of learning. Besides this he has done much miscellaneous literary work in writing for the various papers and periodicals of the brotherhood. He is married and has two children, Earl V., a journalist of Houston, Texas, and Vivian, a teacher in the Oklahoma City schools.

Prof. Aten ranks as one of the most experienced and successful educators in the ranks of the Disciples. He is widely and favorably known among his brethren.

S. A. MARONEY, B. S., B. D.

Prof. Maroney was raised on a farm in Southern Missouri. The common schools enabled him to begin teaching at seventeen years of age. While teaching to pay his way through college he decided upon that work as his profession and has devoted himself to it ever since, with increasing interest and activity, as teacher in high schools, superintendent of public schools, and instructor in teachers' normal institutes in Missouri, Kansas, Oklahoma and Texas.

The schools which he attended are the Gelena, (Kan.) High School, the Kansas Normal College, Grayson College (Texas,) and the Uni-



versity of Chicago which he will attend again this summer.

His success has been the result of serious study of educational problems. He brings education, experience, high ideals, and enthusiasm to his work.

JOHN SOUTH HAWKINS, A. B.,

Prof. of Greek and Latin Languages and Literature.

Prof. Hawkins was born in Owen County, Kentucky, and brought up in Lexington, Ky. He is the oldest son of J. T. Hawkins, so well known to the whole brotherhood. After completing the common schools he entered Kentucky University and completed the A. B. course in June 1898. Subsequently he did some Post Graduate work in Sociology and Philosophy.



Both before and after his graduation he taught in the public schools of his native state.

In 1898-1899 he was the assistant in the Hazel Green academy, and the following year he was elected principal of the Morehead

Normal school at Morehead, Ky. In 1901 he went to California and spent one semester at Leland Stanford, Jr., University attending lectures in Post Graduate English and reading history under Max Renand.

Prof. Hawkins is from taste and temperament a teacher. He is genial and kindly in his manner and readily wins his way into the hearts of the young people.

EDWARD HERMAN SCHULZ.**Prof. of Modern Languages.**

Mr. Schulz is a native German, having received his education in the Royal Gymnasia at Leer and Thorn. He graduated from the classical course in 1891. The diploma of these schools is the equal in every respect of the educational qualifications represented by American A. B. degree. In 1892 Mr. Schulz came to the United States. He became a student in the county and state Normal schools of Illinois and in 1897 began teaching, filling the position of instructor in German in Gittings' Seminary. He then taught in the public schools of Illinois for four years to gain a more practical teaching experience. During the years 1902-04 he was principal of the Niota High School, at the close of which time he received a call to the Maine Township High School of Cook county, Illinois, as head of the department of Modern Language and Latin. This position he has filled for the past three years. His teaching experience thus covers a period of ten years and he comes to us well prepared by education and experience, to undertake the work to which he has been called.



ISOM ROBERTS, B. S. D., A. M.,
Dean of the College of Teachers.

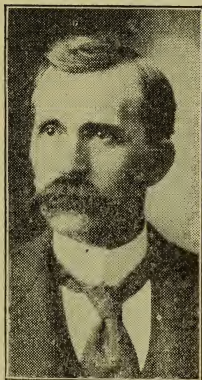
Isom Roberts was born in Boone County, Missouri, and reared on a farm near Mexico. He attended the public

schools until 1878 when he entered the State Normal at Kirksville, Missouri. In June '80, he

completed the two years course and taught until '83, when he returned to Kirksville, and completed the full course, June '85, receiving the degree of Bachelor of Scientific Didactics. He continued teaching in the public and high schools until '90. That year he, with his brother, B. C. Roberts, established a college in Middle Grove, Missouri, where he served as President for six years. In this institu-

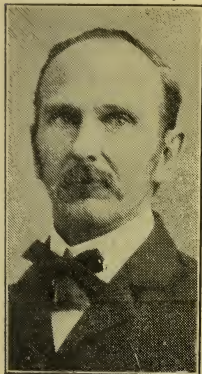
tion were educated a number of teachers and preachers, some of whom are now filling important positions in schools and churches.

Mr. Roberts in January '06, was married to Miss Katherine Hinds, who with her rare accomplishments, has been of invaluable assistance in his work.



B. F. BROWN, B.S.D., M. Acct's.
Principal of the Business College.

Prof. Brown was born, reared, and educated in Northwest Missouri. He spent his boyhood and youth on the farm, doing all kinds of manual labor. He attended the rural school averaging about four months in a year, until he entered the Galatin High School at the age of 20, where he won distinction in Mathematics and Elocution.



He entered the State Normal School at Kirksville, Mo., graduating from the Junior course.

After teaching a few terms, he entered Bryant's Business College, St. Joseph, Mo., from which he graduated the summer following.

He was immediately chosen a member of the faculty, being made Prof. of Plain and Ornamental Penmanship.

He afterwards entered the State Normal school at Warrensburg, Mo., from which he graduated in the classical courses in 1889.

He served as Superintendent of schools at Missouri City one year, Kearney, Mo., six years, Rock Port, Mo., five years, Excelsior Springs, Mo., three years, Osceola, Ark., one year, Artesia, New Mexico, two years.

He has served as county superintendent of schools in three counties in Missouri, viz. Davies, Atchison and Clay.

LORA WHEATON GARRISON,
Assistant in Preparatory Department.

Miss Lora Garrison, who has been chosen as assistant in the preparatory department, gained her common school



education in Kansas and her high school education in Oklahoma. She attended the Northwestern State Normal school for two years, being graduated in 1903. Her work for the A. B. degree is practically completed. She has since held the following positions: teacher in schools, Lamont, Okla., 1903-1904; Principal of High School, Pond Creek, Okla., 1904-1905. Teacher of English Woods county High School, Helena, Okla., 1905-1906; Principal of High school, Medford, Okla., 1906-1907, instructor in three teachers' insti-

tutes. Miss Garrison also studied in the Western school of Cratory in 1905, Wichita, Kansas and in the University of Chicago, in 1906. She returns to the University of Chicago this summer for work in English History.

MRS. M. B. M. GIBBONS, A. M.,

Librarian.

Mrs. Gibbons is a native of Kentucky. She comes from a well known family that occupies a high social position in a commonwealth that is proud of its intelligent cultured people. She attended for several years a popular school located at North Middletown, Ky., that was patronized by many of the best families of the state and, there completed the work for the degree of Bachelor of Arts. She has since taken a special course in Literature in Cincinnati, O., and she has also made special preparation for her work as Librarian by a course offered by Chicago University, and by a Summer Course in Chatau-



qua, N. Y. She is prepared to inaugurate and carry out the Dewey method of library work, having studied the system under Mr. Dewey himself, and as a Librarian she has had two year's experience in its application. She has the faculty of making friends readily, especially with young people, and her friendships are lasting. She is cheery in disposition and ambitious to succeed. She is a lady of excellent culture, splendid disciplinary powers, and she exerts a very salutary influence over young people. It will be seen that her natural gifts and general and special training fit her admirably for the work of Librarian.

MRS. M. W. MARSHALL, A. B.

Instructor in Special Entrance Department.

Mrs. Maude Waite Marshall received her early training in the public schools of Minnesota. Following this she studied two years in the Northwestern Christian College, and two years in the Texas Christian University, from which latter institute she was graduated in 1901, with the degree of Bachelor of Arts.



She has had nine years experience as a teacher, seven of which were occupied with the various grades in Minnesota public schools, and two years as instructor in the preparatory department of N. W. C. College.

She has always had splendid success as a teacher, combining with thoroughness in instruction the ability to create enthusiasm in the student for his subject.

Mrs. Marshall was for two years a missionary in Japan. She has traveled extensively and is thus able to illustrate the subjects she teaches with a wealth of information gained abroad.

CARL M. DORSTER, B. M.**Dean of the College of Music.**

Carl M. 'Dorster was born at St. Petersburg, Russia, and at an early age was put under the instruction of Henslet, one of the foremost teachers of his time. As a youth, he was sent to the Leipsic Conservatory in Germany, where he also had the advantage of the best teachers. After finishing there he completed his musical education by studying voice culture in Paris, France, where he graduated.



He came to this country in 1881 and accepted the position of head master at Burlington College, Burlington, N. J., which was at that time one of the leading colleges of the North. Later he came south, and was connected in the capacity of Professor of Music with Franklin College, Holly Springs, Miss. He eventually moved to Memphis and then to St. Louis, in both places doing private teaching. Lately he was connected with the Fordyce Training School, Fordyce, Ark., where he was the Musical Director. Mr. Dorster has excellent testimonials from the different schools, with which he has been connected, and comes highly recommended as a teacher. Aside from his musical abilities he is possessed of an excellent education, and speaks four languages.

MRS. C. M. DORSTER.**Assistant in Piano and Voice.**

Mrs. Dorster, who is of German parentage, has received her entire musical education of Mr. Carl M.



Dorster, and has assisted him for a number of years. She is possessed of an excellently trained soprano voice and has done a great deal of solo work in both church and concert singing. She will assist in voice and piano teaching as occasion may demand, and she is eminently fitted by education and natural abilities for both lines of work.

Mrs. Dorster having been thoroughly trained by her gifted husband, and having been associated with him in his work, will be able to co-operate with him in a most efficient way and assist him most effectually in carrying out his plans for the development of our College of Music.

R. DYKSTERHUIS.

Professor of Violin and Piano.

Prof. Dyksterhuis is a native of Belgium. He has lived from childhood in a musical atmosphere and was educated in one of the most noted musical centers of Europe where he enjoyed not only the best instruction, but heard all of the great musical artists of the world. He studied for nine years with some of the most noted teachers of Europe and is consequently an accomplished musician. The violin is his solo instrument but he teaches the piano with marked success. He came to this country originally to play in the Cincinnati Symphony Orchestra as first violinist and also in the celebrated Marien Quartette



which position he filled for four years. He was pronounced by the manager of the symphony orchestra, a veritable artist on the violin. He has the artistic temperament and is an enthusiast in his profession. He has had twelve years experience in teaching interspersed with seasons of concertising in Belgium, Holland and Switzerland. The opportunity to take lessons from such an instructor is rarely enjoyed outside of the great musical centers.

KATHERINE H. ROBERTS, A.M.

Professor of Piano and Harmony.

Mrs. Roberts is a native of Missouri, where she was reared and received mostly, her literary education. Her father, Dr. H. K. Hinde, was, for a



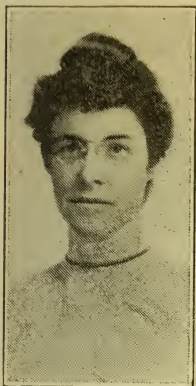
number of years, President of Howard Payne College, where she graduated in the literary and music schools and, later taught three years in the music department. Mrs. Roberts chose music and art for special study and has spent years in preparation as pupil and teacher in this work. She studied in the St. Louis schools and three years in the New England Conservatory of Music, Boston. She has a broad teaching experience, her work confined largely to college. She has

served as Directress of Music in several of the Colleges in Missouri, Kentucky and Texas.

GRACE E. REYNOLDS.

Teacher of Voice Culture and Ensemble Work.

Miss Reynolds was born in Pike County, Illinois, in 1877. Her early instruction was given by Julius



Mavia Ruby, graduate of Weimar Conservatory of Music, Weimar, Germany. She graduated in the high school at York, Nebraska, and she has done work in literature, language and history in the Nebraska State University.

Her musical education was continued under Miss Cobb, a graduate of Oberlin Conservatory, Oberlin, Ohio. In September, 1894, she went to the Conseravtory in Oberlin, where she did two years' work in piano and voice, and also a year's work in harmony and musical history. She became very popular as a singer and from that time on gave special attention to the training of her voice.

In the fall of 1896 she went to Lincoln, to attend the University, and that year sang in the Plymouth Congregational Church choir. During this time she studied music at the Affiliated School of Music, graduating there in 1900, singing being her principal study, but further work was done in piano, counterpoint, and theory of music. The year following her graduation she was retained as assistant in the vocal department of the School of Music. Since completing the course in Lincoln, she has twice studied with Edmund J. Myer, a most remarkable teacher, formerly of New York City, now of Seattle. For the past five years she has taught music in York, Nev., with marked success. Last year she studied with Mr. Ben Stanley, the leading teacher of Omaha, who was a pupil of Randegger, of London, England. Mr. Stanley compliments her very highly in regard to her singing. Her voice is contralto, of large range, and excellent quality. She has sung a great deal in public and has heard much in the way of concerts

by singers, violinists, pianists and organists. In the summer of 1903 she traveled in Europe, visiting many places interesting because of their musical associations.

All our information points to the fact that Miss Reynolds by training and natural abilities is well fitted for the position of voice teacher in our University.

MISS HENRIETTE J. SEIGEL.

Principal of the School of Art and Assistant Lady Principal.

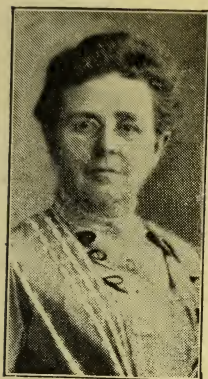
Miss Seigel studied six years in Germany and spent nearly all that time in the Stuttgart Industrial and Fine Arts School. Her teachers were Prof. Ketlitz of the German School and Fraulein M. Schweizer, pupil of de Longpre of the French School. Her work as a teacher began in New Orleans in a private studio. In connection with this she also taught a class of young men in Architectural Design. Her qualifications are of the highest order and she is competent to give instructions in all branches of Art, including all forms of decorative art, architectural designing and normal and industrial art. She has given special attention to public school drawing, which has for many years occupied a prominent place in the school system of Germany and is now taught in all of the best high schools of our country. She is prepared to offer a thorough course in construction work—clay moulding, basketryweaving, and industrial and mechanical drawing.



She was teacher in Car-Burdette College for three years, 1901-4 in Texas Christian University for two years, 1904-6 and in Eureka College, Illinois, during the school years of 1906-7.

MRS. SARAH AMENT DODSON,
Teacher of Domestic Science.

Mrs. Dodson is one of the best equipped women for her work to be found in our country. She has made special preparation for this highly practical field of instruction, and her large experience in Domestic Science schools and in teaching special classes in many of the towns and cities of the west give her a knowledge of the subject that is very rare. We feel that we have been peculiarly fortunate in securing her services and we confidently expect her department to become a very popular feature of our institution.



MARY E. WOODS, Ph. B., A. M.
Dean of Women.

Miss Wood taught in public schools for a time before entering Oskaloosa College. After graduating from that institution, took one year graduate work in Cornell University, N. Y., and later took another year in a Medical College and a summer under Professor Hyatt and Kingsley. Was elected to the Department of Natural Sciences in Oskaloosa College; resigned the position after a service of twelve years to accept the position of Assistant Principal in the Iowa College for the Blind. Resigned at the end of five years to attend Chicago University, and the following summer was elected First Teacher in the



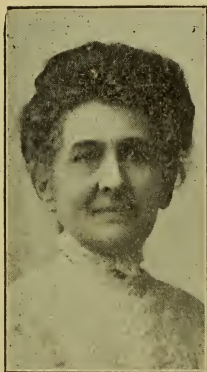
South Dakota School for the Blind; at the close of two years was elected Superintendent of the school which office she gives up to accept our work.

MRS. S. R. GRANT,

Matron.

Mrs. S. R. Grant is a native of Missouri but of Kentucky ancestry. She was called to William Wood College, Fulton, Mo., in 1889, and remained there twelve years. She next accepted the position of manager of one of the buildings of the State Industrial School for Girls at Chillicothe, Mo., and afterwards became matron of Atlantic Christian College at Wilson, N. C. In 1904 she was called to Texas Christian University as Dining Room matron, which position she filled with credit to herself and to the institution. She is a woman of culture, high moral and Christian character and strong personality.

She possesses excellent executive ability, commands respect by her dignified bearing, and presides in the dining room with grace and firmness. Her duties pertain to the domestic life of the Ladies home for which her long and successful experience admirably fit her.



FLORA HAINES,

Registrar and Secretary to the President.

Miss Flora Haines is a native of Missouri. She had her schooling at Edinburg, Missouri. She has been



a resident of Oklahoma for eight years and a resident of Enid for four years. She has completed a Business College Course and is exceedingly competent as a stenographer and typewriter. She is genial and pleasant in her bearing and will doubtless be popular with the student body with which she will be brought into close touch in the position of Registrar. We believe her to be excellently qualified for the work that she will have to do and will prove herself to be a valuable accession to our office force.

EMMA CRAWFORD ATEN,

Matron of the Young Men's Boarding Department.

Emma Crawford Aten was born in Illinois, and is a first honor graduate of Abingdon-Eureka College. She was married to Aaron Prince Aten soon after her graduation, and has shared with him the duties and responsibilities of ministerial and teacher life, having been his assistant in almost all of his educational enterprises. She has taken great interest in all the activities of the church, and especially in C. W. B. M. work; having been state president for Texas, and is now president of the largest auxiliary in Oklahoma. That is the First Christian church in Oklahoma City.



RANDOLPH COOK.**Financial Secretary.**

Randolph Cook is a native of Ohio, and obtained his early education in the public schools of that state.

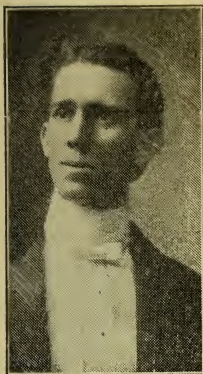


He became a student of Hiram College in 1892. He entered quite well up in the course and lacked but little of graduation when he left school. After closing his work at Hiram he went to Illinois, preached for the church at McLeansboro and Metropolis. He then returned to Ohio and preached for the church Chillicothe. Receiving a call from Vinita, Indian Territory, he took up the work there and after a successful pastorate, accepted the call of the church at Tulsa, Indian Territory. He has served as Minister

under the Ohio State Board the Territorial C. W. B. M. Board and Territorial Missionary Co-operation. His work has been greatly blessed. His success has been pronounced and uniform which speaks well for his wisdom and energy. His merits has received recognition at the hands of those who have known him as is shown by the fact that he was chosen as Secretary of the Board of Trustees of a prominent Medical College; was a candidate for the State Senate in Illinois; was President of the Indian Territory Missionary Board for five years and of the Christian Ministerial Association of Indian Territory which he organized. He took up his work March 1st and has made good progress.

MART GARY SMITH, A. B.,**Field Agent and Bible College Missionary.**

Mr. Smith was born at Batesburg, South Carolina, July 28th, 1876. He was a farmer boy. Afterwards he



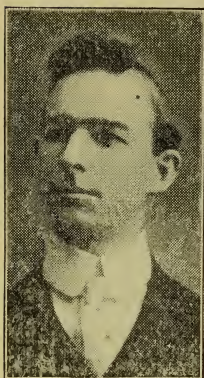
taught school several years in South Carolina. He resigned as principal of the Cardova Graded school and went to Texas in 1902, where he taught school for one year. He entered school at Waco, Texas, April 1903, and met his expenses by serving as janitor of the First Presbyterian church, which position he filled for three years. He holds the pastor and church in grateful remembrance.

While in Texas Christian University he held three positions. He was janitor of a church, manager of the Y. M. C. A. Star Course at the University, and manager of "The Skiff," a weekly paper published by the students. In his struggles for an education his example should be an encouragement and an inspiration to earnest young people who are thrown upon their own resources for securing an education. Mr. Smith united with the Christian Church in April, 1906, a short time before his graduation. Upon the completion of his University course he became minister of the First Christian church of Douglas, Arizona, which position he resigned to accept his present work. He expects to take a post graduate course in Oklahoma Christian University.

WM. L. E. SHANE.

Field Agent.

Wm. L. E. Shane was born at Sabinal, Uvalde Co., Texas, October 18, 1881. He spent his early life on



a farm and ranch. He attended the Sabinal public school 1890-1899 and afterwards the Massey-Business College, Houston, Texas, where he graduated in Aug. 1901. He acted as book-keeper for a wholesale and retail grocery firm, and in the S. P. Railroad offices in Houston from Sept. 1901 to Sept. 1903. He was a student in Texas Christian University, Waco, Tex., from Sept. 1903 to June 1906. While a student he became pastor of the Central Christian Church, Bartlett, Texas, and served in that capacity from June 1906 to June 1907. He has made his own way in college thus far and is now well advanced in the college course. He will enter O. C. U. as a student in September.

ED. S. MCKINNEY.

Field Agent.

Ed. S. McKinney is a native of Texas. His father died when he was three years old and he lost his mother a few years later. After his mother's death, he made his own way and helped to support and educate his sisters. For three years he taught in the public schools of Texas, and afterward attended Texas Christian University five years, graduating with the A. B. degree '04. He launched and for two years edited the T. C. U. Weekly, "The Skiff." He showed ability as a writer and was called the T. C. U. poet. On leaving school he accepted the pastorate of the First Christian church, Woodward, Okla. During



the three years ministry of Mr. McKinney at Woodward the membership grew from twenty to almost two hundred and the place of worship, a rented hall, has been supplanted by the finest church edifice in Western Oklahoma.

WILLIAM M. LeMAY.

The subject of this sketch was born near Dardnell, Ark. His early life was spent among the foot-hills of the Ozark Mountains. When he was



quite young his father moved to Alvord, Texas, where his children enjoyed the advantages of the public schools. After graduating from the high school Wm. M. LeMay taught in a public school for three years. In the fall of 1903 he entered Texas Christian University and continued in that institution more than three years, nearly completing the work for the A. B. degree. He began preaching in connection with his school duties in the fall of 1905. Soon after he

accepted a call to preach for the church at Brady and has been remarkably successful in that work. He was a very excellent student and has a strong winning personality. He will solicit students for Oklahoma Christian University until the opening of the school in September, when he expects to enter the school.

W. A. MARTIN,

Field Agent.

William A. Martin was born in Spartanburg, S. C., in 1879. He came to Texas in 1897, and sought work by



which he might begin to build for a life of usefulness. In 1902, he entered the Texas Christian University at Waco, enrolling in the Preparatory Department. By diligent work, he completed extensive courses in both the Preparatory school and Business College. Being of a social disposition, he was popular with his fellow students, and especially prominent in athletic sports. It is his determination to complete the entire College Course. He is a great friend of self-supporting students. He expects to enter O. C. U. at the opening of its first session in September.

S. A. COOK,

Superintendent of University Farm.

S. A. Cook was born in Ohio, of honorable Christian parentage. He grew to manhood in one of the best agricultural sections of the state, acquiring such education as the district schools afforded. Wholly dependent on his own resources he sought better equipment for life's duties and by physical and mental labor maintained himself through nearly five years of study in various schools. He is practically experienced as a farmer, teacher, business man and minister. He believes educated Christian manhood to be the final standard of values, and to its attainment every aspiring youth may draw largely on his sympathies and helpfulness.





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NOTICE.

Enid is an ideal location for a school. The general elevation of the country is about 1200 feet, giving us a fine, bracing atmosphere, highly advantageous to student life. Good water is had in abundance at from 30 to 50 feet. The lay of the country is beautiful in every direction, and the view from the campus magnificent; several towns and villages are in sight. Railroads reach out in ten different directions.